

# FLATTENED BOOM



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BREAKING THE CODE



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# THE LETTER PEOPLE: WHO AND WHAT THEY ARE

The *Alpha One* system has as its central theme the letters of the alphabet as anthropomorphic characters or *Letter People*. The Letter Boys are consonants. The Letter Girls are vowels.

Each Letter Person is endowed with a characteristic which serves as a means of associating his or her letter with the letter sound. For example, Mr. F has Funny Feet and the sound for Mr. F's letter is the same sound that starts Funny Feet. Mr. S has Super Socks, Miss U has an Upsy-daisy Umbrella.



Munching Mouth



Tall Teeth



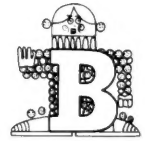
Funny Feet



Horrible Hair



Noisy Nose



Beautiful Buttons



Zippering Zippers



Pointy Patches



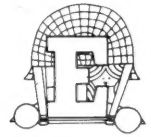
Super Socks



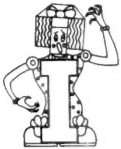
Velvet Vest



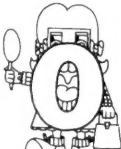
Ä choo



Exercise



Itching



Obstinate



Umbrella



Lemon Lollipops



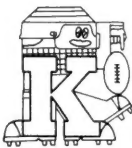
Delicious Doughnuts



Gooey Gum



Cotton Candy



Kicking



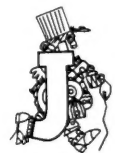
Winking



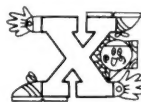
Yawning



Ripping Rubberbands



Jumbled Junk















All Wrong
















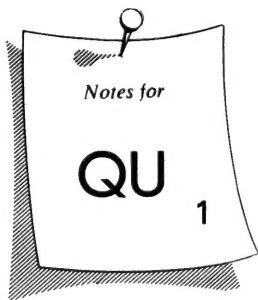
Quiet

# DECODING: HOW IT WORKS

*Alpha One* translates the abstract rules of phonics into concrete, and easily remembered stories about the Letter People. To facilitate the process of decoding, several devices are used to enable the child to understand the structure of words. Among these devices are the following:

"clue box"		A "clue box" houses a letter that makes a sound.
"catching clue box"		A "catching clue box" houses the letter that makes the vowel sound (A, E, I, O, U or Y).
"squooosh box"		A "squooosh box" holds a combination of two or more different consonants that make a combined sound (e.g., <i>str</i> , <i>nt</i> , <i>pl</i> ).
"one-sound-ending squooosh box"		A "one-sound-ending squooosh box" holds two consonants that make one sound (e.g., <i>ll</i> , <i>tt</i> , <i>ss</i> , as well as <i>ck</i> ).
"catch all box"		A "catch all box" holds the letters A, L, L, which make a special sound.
"divided catching clue box"		A "divided catching clue box" houses two letters (one of which is always a vowel) that make a special vowel sound (e.g., <i>ar</i> , <i>ou</i> , <i>oi</i> ).
cooperation sign		A <i>cooperation sign</i> is placed over the consonant that follows a vowel, causing the vowel sound to be short.
silent sign		A <i>silent sign</i> is drawn diagonally through a letter that is silent.
long vowel sign		A <i>long vowel sign</i> is placed over vowels that make a long sound.
short vowel sign		A <i>short vowel sign</i> is placed over vowels that make a short sound.
letter characteristics		<i>Letter characteristics</i> are placed above the letters on decoding pages in the Chatterbook to remind us of the letter sounds.
Runaway Word		A <i>Runaway Word</i> (sight word) is an irregular word that defies explanation.

This is a word decoded in "clue boxes"   . Each "clue box" holds the letter or letters that make a word sound. Silent letters must stand outside a "clue box"     and are marked with a *silent sign*. The large "clue box" is a "catching clue box." The vowel stands in the "catching clue box" . When a consonant is cooperating with (follows) a vowel, that consonant is marked by a shield (  ) which is the *cooperation sign*. The vowel that has cooperation is marked short (  ) and the "clue boxes" look like this   .



## OBJECTIVES

### General

- Introducing the concept that *Q* and *U* together make the *kw* sound.
- Recognition of the sound for *Q* and *U* in the initial position in words.
- Recognition of the letters *QU* in the initial position in words.

### Specific

- Listen to "Miss U to the Rescue."
- Listen for words that begin with the *kw* sound.
- Find words that begin with *Q* and *U*.

## MATERIALS

Story Picture 4, Alpha One Master #112, *Chatterbooks*, crayons

## MOTIVATION

*Mr. Q never came to introduce himself to Miss Brim. Why do you suppose he did not introduce himself? (Because he can't speak.) Let's listen to his story.*

## DEVELOPMENT

Read "Miss U to the Rescue" and discuss it with the children.

### MISS U TO THE RESCUE

Mr. Q was born without a sound;  
A sound for him was never found.  
Quiet Q became his name.  
Oh what a shame, oh what a shame!  
A Letter Person with nothing to do—  
That best describes Quiet Q.  
Soundless, he was just no good.  
He couldn't work as letters should.  
A Letter Person with no sound,  
He was a joke to all around.

Sometime later came the day,  
Miss Brim, the teacher, came their way.  
The Letters were going to play word games  
After they told their sounds and names.  
Poor Quiet Q wished he could play too;  
Oh dear, oh dear, what could he do?  
He stood silently near the pool  
And felt like a silly, quiet fool.

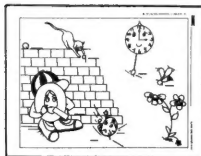
Suddenly Q was dizzy and sick.  
His head was spinning and nothing would tick.  
And then, kerplunk! He fell to the floor  
And thought he would stay there ever more.

But Quiet Q heard a voice loud and clear,  
 Saying, "Poor, poor Q. Oh dear! Oh dear!"  
 Then a bright piece of metal came pushing through.  
 Who was rushing to help poor Q?  
 Mister Q knew who it had to be,  
 "Miss U is coming!" thought he.  
 Upsy-daisy Umbrella helped Miss U get through;  
 Miss U had come to help poor Q.

Display Story Picture 4. Encourage free interchange of ideas with such questions as: *How can you tell that Mr. Q is upset?* (His facial expression; he is falling down.) *How does Miss U show her kindness?* (She comes to help him.) Read the rhyme to the end.

"I will help Q," thought Miss U,  
 — "So he can make a letter sound too.  
 I'll stand next to Mr. Q,  
 That's the only thing to do.  
 We'll make a sound he won't forget.  
 A sound that in his mind is set."  
 She thought of Quiet which was Q's nickname;  
 And from the word *quiet* their sound finally came.  
 U stood next to Q and said, "Let's go;  
 Let's say the word *quiet* not fast, not slow.  
 Take the *kw* from *quiet* and drop the rest;  
*Kw* is a sound Q will know best."

Now Q is no longer a disgrace;  
 He has a sound and a smile on his face!  
 He is happy for he can be sure  
 That kind Miss U is his permanent cure.  
 Miss U will stand by him in every word,  
 Making sure that *kw* can be heard.



Distribute copies of Alpha One Master #112 and have children write a lower case *U* next to each *Q* they find.

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Read "Quincy the Quacker" to the class.

#### QUINCY THE QUACKER

I am Quincy the Quacker and I can quack quickly;  
 I'm not like Q, who is quiet and sickly.  
 I will not quit quacking, it's out of the question,  
 It's quite useless for you to make that suggestion.  
 Though it seems queer to quack all day through,  
 What else is a quacker supposed to do?

Reread the poem, letting children quack quietly every time they hear a word starting with the *QU* sound.

CHATTERBOOK PAGE 78: Direct the children to underline the words in the poem that start with *QU*. They may then illustrate the poem on a piece of drawing paper.

HOMEWORK OR FOLLOW-UP: *Find words starting with "QU" in magazines and paste them in notebooks.*

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### DRAMATIC PLAY

#### 1. *Dramatics*

Encourage the children to re-enact the story "Miss U to the Rescue."  
Script might include the following lines:

Letters:

Help! Help!

What happened to *Q*?

Miss U:

Step aside!

Let me through!

Mr. Q:

I need U 'cause I'm so weak;

Without her, I can't speak.

Oh, will you promise, Miss U

To stand by me in words that have *Q*?

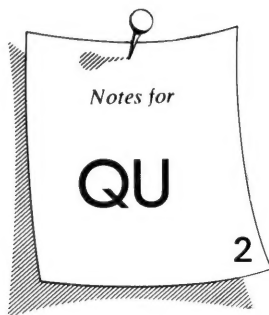
Miss U:

Now, now, Mr. Q, depend on me,

In all your words I'll always be;

When I'm with *Q*, I make no sound;

*Q* and *U* say *kw* wherever they are found.



## OBJECTIVES

### General

- Decoding and reading words with *QU* in the initial position.
- Testing and evaluating all skills related to *QU*.

### Specific

- Find and decode words that begin with *QU*.
- Make sure of *QU*.

## MATERIALS

*Chatterbooks*, Alpha One Master #113, materials for small group activities (see end of lesson)

## MOTIVATION

Ask the children to guess who might say the following:

When I'm with *Q*, I make no sound;  
*Q* and *U* say *kw* wherever they are found.

Explain or elicit the importance of what Miss *U* says.

## DEVELOPMENT

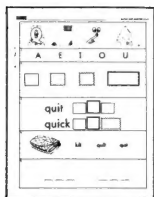
Write the word *quit* on the board and draw three "clue boxes." Ask children to decide which Letter Girl is in the "catching clue box." Establish that Miss *U* is there only for Mr. *Q* so she does not make a "catch." The sound Miss *U* makes with Mr. *Q* is the *kw* sound. Lead the children to the conclusion that Miss *I* belongs in the "catching clue box."

A child may put *I* in the "catching clue box." Another child may fill the "starting clue box." Remind the children that Mr. *Q* cannot go alone because he can never make a sound by himself. He always needs *U* after him. *Q* and *U* go in the "starting clue box" together. Have another child fill the "ending clue box" with *T*.

Follow the same procedure for the words *quick*, *quack*, *quill*, *quilt*, *quip*. Note the need for special "ending clue boxes" where necessary.

NOTE: If the children ask why *QU* is not in a "starting squoosh box," explain that *Q* and *U* do not squoosh their own sounds. *Q* has no sound except when Miss *U* stands next to him; therefore, they are allowed to be together in a regular "starting clue box."

CHATTERBOOK PAGE 79: Note the *KW* in a "squoosh box" which is used as a characteristic for the *QU* sound. Before the children work independently, decode the first two words with them. Emphasize that when Miss *U* is with Mr. *Q*, she can not be in the "catching clue box." She can only make the *kw* sound with Mr. *Q* when she stands after him. Another Letter Girl must be in the "catching clue box." Then Miss *U* and Mr. *Q*, using their *kw* sound, make a "catch" with the vowel in the "catching clue box" (e.g., *kwā*).



## TEST

Let's make sure of "QU." Use Alpha One Master #113. Be sure children work from left to right.

Instructions for the test are as follows:

1. Draw a line under the characteristic that goes with Mr. Q.
2. Draw a circle around the letter that makes a sound with Q.
3. Draw a circle around the kind of "clue box" that Q and U stand in.
4. Decode each word.
5. Draw a line under the word that describes the picture.
6. Write three capital letters Q and three lower case letters Q.

HOMEWORK OR FOLLOW-UP: Write a list of words that begin with "QU." Write "Q" and "U" together in capital and lower case letter combinations.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### STORYTELLING

#### 1. Quincy the Quacker

Encourage children to tell a story about the day Quincy the Quacker stopped quacking.

### SPELLING

#### 2. Team Dictation

Working in pairs, children may take turns dictating words while a partner writes the words on his *alphabetboard*. Use the following words: *quick*, *quilt*, *quill*, *quack*, *quip*.

### VOCABULARY

#### 3. Fill the Blanks

TEACHER PREPARATION: Write the following sentences on the chalkboard:

Fast is . . . .  
 In the sun you . . . .  
 On top of the bed is a . . . .  
 To stop is to . . . .  
 A big wind is a . . . .

Below these sentences write the following words: *quit*, *squall*, *squint*, *quick*, *quilt*.

Direct the children to read each sentence and choose the word that completes the sentence. Children may write the entire sentence on paper, filling in the blanks.

### COMPREHENSION

#### 4. Will You Quit?

TEACHER PREPARATION: Write the sentences below on the board or on chart paper. Direct children to read each section and to record their answers.

1. You must lift a big box on to a desk.  
 You can not lift it, but it must be on the desk.  
 Will you quit or will you ask for help?

2. You have a quiz in class.

You have no pen.

No pal has a pen for you.

Will you quit or will you ask for help?

3. You are on a quest for a squid.

No squid is in the tub.

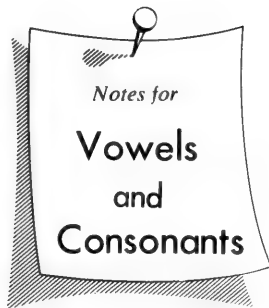
No squid is in the lake.

Will you quit or will you ask for help?

4. A bell rings and you must get up fast.

You can not get up fast.

Will you quit and sit or will you ask for help?



## OBJECTIVES

### General

- Distinguishing between consonants and vowels.
- Showing unequal distribution of letters between consonants and vowels.
- Establishing that vowels have more than one sound.

### Specific

- Associate the Letter Boys with the consonants and the Letter Girls with the vowels.
- Discover that there are many more consonant Letter People than there are vowel Letter People.
- Give the vowels more than one sound.

## MATERIALS

Two large blank pieces of chart paper cut into banner shapes, pictures of all Letter People, *Chatterbooks*, Story Pictures 6 and 7, Alpha One Master #115, crayons, materials for small group activities (see end of lesson)

## MOTIVATION

Place the two banner-shaped pieces of paper on the board.

## DEVELOPMENT

Display and discuss Story Picture 6. Focus special attention on the two banners. (The children should know that a banner is a kind of flag.) Read the words *vowels* and *consonants* to the children. Let them discover the make-up of each group. (Letter Boys are consonants; Letter Girls are vowels.) Elicit the observation that there is a much bigger crowd around the consonant banner. Explain that the Letter Girls will be called vowels and the Letter Boys will be called consonants.

Tell the children that Mr. H wants the Letter People to form two groups. He says:

Letters, divide into two groups this minute.

When your name is called, find your group and stand in it.

Now wait for your turn in a quiet manner,

And gather near the proper banner.

Draw attention to the blank banners on the board. Encourage children to suggest that the word *vowels* should be written on one banner and the word *consonants* on the other banner. Volunteers may then write the words on the banners. Each child may now select a picture of a Letter Person. All the pictures should be used. Select callers to call out names of Letter People, one at a time. When a Letter Person is called, the child who has the corresponding picture stands on line near the correct banner and says, "I am Mr. (or Miss). . . . I am standing on the (consonant or vowel) side."

Encourage the children to talk about the uneven distribution between consonants and vowels. Count the consonants and the vowels.

Display Story Picture 7 and discuss it with the children. *Why are the vowels gathered around Mr. H? What do you think they will say? (There are too few vowels as compared to consonants.) The vowels have to keep repeating their sounds over and over again. They must be getting tired of saying the same sound again and again.*

Distribute the Letter People. Tell the children that they will keep a record of how often the vowels have to make their sounds in words.

Draw three "clue boxes" on the board. The "catching clue box" should be drawn in big bold lines. Say the word *hat*. The class decides who should be in the "catching clue box," and a child puts *A* in the "clue box" on the board. As "clue boxes" are filled on the board, the children holding the Letter People *H*, *A*, *T*, stand at their seats.

After the word is written, call the letter who starts the word. The holder of Mr. H steps forward and comes to the front of the room. Then call the letter who belongs in the "catching clue box." The holder of Miss A steps forward and stands next to Mr. H. Then call the letter who ends the word. The holder of Mr. T ends the word. The Letter People may stand in front of the room next to one another facing the class, so the word, when complete, may be read.

Repeat the procedure for the words: *lap*, *crab*, *jam*, *van*, *bag*. Let the consonants accumulate at a side of the room after being used. Point out that Miss A is needed again and again, and she must be getting tired of making the same sound.

All words should remain on the board so that the following inference may be drawn by children: Each consonant said his sound only once in all those words, but Miss A had to say the same thing over and over again. *What sound does Miss A have to say in every one of those words? (ă) Now we know why she is tired of saying "ă, ă, ă" in all these words. How would you like to say the same thing all the time?*

NOTE: If children point out that each consonant also makes the same sound all the time, explain that since there are so many consonants they don't have to repeat the same thing so often. The vowels are very few, and they have to make the same sound much more often.

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CHATTERBOOK PAGE 81: *Trace the broken lines of the letters of each banner. Place each of the letters in the top row under the correct banner. Check off each letter as you use it.*

\*\*\*\*

CHATTERBOOK PAGE 82: *The page is divided into five parts. Look at each part. Each part belongs to one of the vowels. The vowel girl to whom each part belongs has a big box under her. Across the bottom of each part are all the consonants, each with a box under it. Every time a letter is used in a word, we will put a tally mark (slanted line) in the box under that letter. Let's start with Miss A's part of the page. Read the first word "jam." Who is in the "starting clue box?" (J) Let's find "J" at the bottom of Miss A's part. Find the box under "J." Put one slanted line in "J's"*

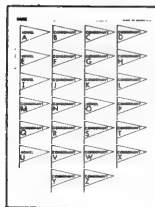
box. (Demonstrate tally procedure on the board.) *Who is in the "catching clue box?" (Miss A) Put a tally line in the box under Miss A. Who is in the "ending clue box?" Find "M" at the bottom and put a mark in "M's" box.*

When all the letters in Miss A's part have been tallied, have children decide which letter said its sound most often. Emphasize that each consonant used his sound only once or twice. Children may proceed independently with the remaining parts of the page. After each part, children should count the tally and say which letter said its sound most often.

Talk about what the vowels could do to make their work more exciting. Read the rhyme.

The girls thought of something they could do  
To make work exciting for A, E, I, O and U.  
Yes, yes, the answer they have found;  
The vowels will each have more than one sound!

Encourage discussion by asking such questions as: *What is the vowels' idea? (The vowels will have more than one sound.) Do you think that will make the work more interesting? I wonder what other sounds they will make.*



♦♦♦♦

Distribute copies of Alpha One Master #115 and crayons. Tell the children to color the banners that belong to the vowels.

**HOMEWORK OR FOLLOW-UP:** *Write the letters of the alphabet on a page. Draw a box over each letter. Cut and paste words from newspapers and magazines on the page. Put a tally mark next to each letter as it appears in printed words. Then tell which letters have the most tallies.*

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### ART

#### 1. Cartoons

Children may draw several pictures of the division of vowels and consonants and write their own captions.

### VOWELS AND CONSONANTS

#### 2. Letter Writing

Using two separate pages, children may practice writing all the consonants in capital and lower case on one page and all the vowels in capital and lower case on the other page.

### DRAMATIC PLAY

#### 3. Puppetry

Using Story Pictures 6 and 7 as background, children may invent the dialogue among the Letter People.



## OBJECTIVES

### General

- Introduction of the long vowel sounds.
- Introduction of diacritical marks for long and short vowel sounds.
- Auditory discrimination between long and short vowel sounds.
- Determining the correct sound in one-syllable words having a short vowel.
- Introduction of the cooperation sign.

### Specific

- Learn the new long vowel sounds.
- Learn the signs for the long and short sounds of vowels.
- Decide if a vowel is long or short.
- Learn to use the cooperation sign.
- Decode words with "cooperation."

NOTE: Words used in this lesson are to be used for vowel sounds only. Children are not expected to spell or to read them.

## MATERIALS

Story Pictures 8 and 9, pictures of vowels, long, short, and cooperation Symbol Cards, *alphaboards*, pictures of Letter People, *Chatterbooks*, Alpha One Master #116, materials for small group activities (see end of lesson)

## MOTIVATION

Display Story Picture 8.

## DEVELOPMENT

Encourage discussion by such questions as: *Why do you think the vowels are upset? How does Mr. H look?* (upset; he's pulling his hair out) *How did the vowels decide to solve the problem?* (Each of them wanted another sound.) Read "Long Vowels" to the children.

### LONG VOWELS

The vowels said they'd make it plain.

Let us listen as they explain:

The sounds we now make are just one sort;

They are plain and very short.

We all think that is wrong.

We'll take a sound that is nice and long.

Now listen, please, and don't complain.

First of all, do you know our names?

Well, our long sounds and our names

Will be exactly the same!

We'll call off in order the long sound we make.

It's important not to make a mistake.

That is what we're going to do.

Ready? A-E-I-O-U.

NOTE: The following is an unscientific but practical rationale for calling vowel sounds long and short: *If the vowels are going to have more than one sound, we have to call their sounds by different names. What is the sound Miss A had to begin with? (ă) Does "ă" take long to say? Demonstrate dramatically that ă can be said very quickly. Repeat with each of the vowels: "ă," "ē," "ī," "ō," "ū" take a short time to say. Since they take a short time to say, what can we call those sounds? (Lead the children to the suggestion that the name should be short sounds.) Now let's all say Miss A's short sound. (ă) Repeat this procedure with the other vowels, emphasizing that the sounds they now have are short.*

Reread the passage and discuss the meaning of "Our long sounds and our names will be exactly the same."

Hold up the picture of Miss A. *What is her name? (Miss A) Her long sound and her name are exactly the same. What then is her long sound? Let all children say ā together. Repeat with each of the vowels.*

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Place pictures of Miss A, E, I, O, U on the board. Tell children that in order to make it easier to tell what sound the vowels make, the vowels will have special signs: a sign for their *short* sounds and a sign for their *long* sounds. Display the *short* sign Symbol Card. Draw the *short* sound sign above vowels on the board. Tell the children that whenever this sign is above a vowel, the vowel will say a *short* sound. Demonstrate by pointing to the vowels with the *short* signs above them and saying *ă, ē, ī, ō, ū*. Then the children may do the same.

Now display the *long* sign Symbol Card. Draw the *long* sound sign above vowels on the board. Tell the children whenever the long sign is above the vowel, it must make the *long* sound. Demonstrate as with the short vowels. Let each child have a turn to make both signs above the vowels.

NOTE: To emphasize the identity of long and short signs, when demonstrating the making of the signs, draw the short sign very quickly and the long sign very slowly.

Call on five children. Have each hold a picture of a vowel. As you hold the long or short sign Symbol Card over each picture, the rest of the class may call out the correct sound.

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WRITTEN PRACTICE: Distribute *alphabords*. Tell the class that in every word dictated one of the vowels will say her name. Direct children to listen to the word and decide which vowel is saying her name.

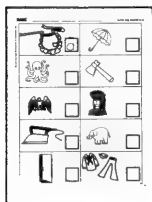
*The first word is ape.* (Emphasize the long A sound.) Direct the children to write the letter A on their chalkboards and to put the long sign over the A. A child may demonstrate on the board. Repeat the procedure with some of the following words: *able, aim, ate, east, aid, eat, easy, eager, ice, item, ivy, over, open, oats, old, island, use, uniform, unit, ukelele, universe, each, union, only, ache.*

*This time the vowels will not begin the words as they did in the previous exercise. Their sounds will be heard in the middle of the word. Remind the children that in each word, the vowel will say either its short sound*

or its long sound. After a word is dictated, children decide which sound the vowel is saying. They then write the letter and the appropriate sign over it on their *alphaboards*.

Start with the word *play*. Which vowel do you hear? (A) Write an "A" on your *alphaboard*. Which sound is "A" using? (long) Draw a long sign over the "A." Hold up your *alphaboards*. (Check work.) Proceed as above with the following words: *hat, go, cute, cut, sleep, mice, late, got, met*.

\*\*\*\*



Distribute copies of Alpha One Master #116. Discuss each picture (i.e., apron, octopus, eagle, iron, open, umbrella, ax, Indian, elephant, unicorn). Instruct the children to write in the box the long or short vowel.

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Explain to the children that now that we know the vowels' long and short sounds the Letter People have to figure out a way of showing when they use their long sounds, and when they use their short sounds. The vowels discussed the problem with the consonants and together they decided to cooperate.

Talk about cooperation, and how cooperation among people makes every job easier. Have children give examples of how they cooperate at home or in school. Remind them of how Miss U cooperated with Mr. Q so that he could make a sound. Talk about how Mr. S cooperated with Mr. Z when he let him put a zipper on his sock. Explain that the vowel girls said that the consonants could cooperate by helping to show when vowels make a short sound. One of the consonants should hold up a sign so that people would know that the vowel sound is short.

The consonants said that they would gladly cooperate by holding a sign but that the first consonant in a word would be too busy making a "catch." Everyone agreed that the consonant at the end of a word should be the one to hold up the sign.

The Letter People decided to call the sign the *cooperation sign*. In this way, when we look at a word and see the Letter Boy at the end holding up the *cooperation sign*, we will know that vowel sound is short. Read the following to the children:

The Letter People want to celebrate  
 Because vowels and consonants will cooperate.  
 Together they have all agreed  
 That a cooperation sign is what they need.  
 When we see the sign at the end of the word,  
 The short vowel sound will be heard.  
 The sign must be held by the boy at the end  
 To show he's a cooperating friend.  
 (The vowel in the "catching box" has so much to do,  
 She can't choose a sound and hold a sign too.)  
 Remember now a short sound is fine  
 When the "ending clue box" has a cooperation sign.

## Display Story Picture 9.

*What is Mr. H doing? (pointing to words) What are the words on the board? (bat, set, hop, bun, pit) What are the consonants holding in their hands? (signs) What do the signs look like? (badges) What do you think this badge stands for? (cooperation) What sound will a vowel make when there is cooperation? (short)*



Show the children the cooperation sign Symbol Card. Let some children draw a reasonable facsimile on the chalkboard.

Read and discuss the following lines:

Everyone thought that it was great  
That vowels and consonants would cooperate.  
The vowels agreed that short sounds would be fine  
If a boy at the end would hold up a sign.  
Mr. H thought the idea was grand.  
He explained it so all could understand.  
He said, "Everyone please listen to me.  
It's as easy as can be.  
In the word *bat* we see Miss A.  
What sound in that word will she say?  
Let's look at the "clue box" in the end  
To see if it has a cooperating friend.  
There is cooperation from Mr. T.  
That is easy enough to see.  
A short vowel sound will be fine  
If the boy at the end holds a cooperation sign."

Call on a child to point to the cooperation sign over *T*, *P*, *G* and *N* in the words in the Story Picture. *The sign over each of the final consonants reminds us of cooperation.*

Review the rule that when a consonant is in the "ending clue box," he holds a cooperation sign and the vowel sound is short. The phrase, "A short vowel sound will be fine if the boy at the end holds a cooperation sign," should become a slogan.

Write the word *hop* on the board, draw appropriate "clue boxes," and call on a child to demonstrate. *First fill the "clue boxes" and decide who goes in the "catching clue box." (O) Then look in the "ending clue box." Who can hold the cooperation sign? (Mr. P) What sign should we put over "P?" (a cooperation sign-badge) Draw a badge over "P." Since Mr. P is holding the sign, Miss O says the short "O" sound. Draw a short vowel sign over the "O" in the "catching clue box." Read the word. Proceed as above for *bug*, *pin*, *get*, *rag*.*

Game Time: Choose one child to be the Word Machine, and one helper. Display all the Symbol Cards. Each of the remaining children selects and holds one Letter Person. Choose one word at a time from the list below and write it on the board. Children who hold the corresponding Letter People go to the front of the room and hold up their letters. The Word Machine blows his whistle, and says, "Is there a boy in the 'ending clue box' to hold the cooperation sign?" When the letters are correctly lined up, the Word Machine selects the cooperation sign and holds it

over the final consonant. The helper says, "A cooperating vowel will say her short sound." He selects the short sign Symbol Card and holds it over the vowel's head, while another child reads the word. Suggested words: *pot, fit, lip, sat, tug, nap, bag, cot, fat, set, bun, log*. Avoid "squooosh" sounds for the first presentation.

♦♦♦♦

CHATTERBOOK PAGE 83: Have the children decode and mark the words. The first word (*pot*) is decoded and marked. Discuss the list of words, letting children decide which letters get the cooperation sign. In words that end with a "squooosh," the cooperation sign goes over the "squooosh box." (A "squooosh" is treated as one letter.)

HOMEWORK OR FOLLOW-UP: Dictate words to be written in notebooks so that children may mark the words with the cooperation sign and short vowel sign at home. Suggested words: *hat, big, hog, best, hunt*.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### AUDITORY DISCRIMINATION

#### 1. Vowel Sound Hunt

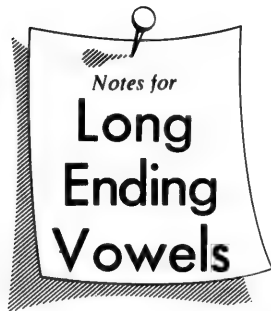
The children may work in teams of two or in small groups. One group member will choose a long or short vowel sound (e.g., *ē*) and the others in the group may look through magazines to find a picture whose name uses that particular vowel sound.

#### 2. Long and Short Vowels

Read words to the children that begin and end with the same consonant sounds, but make different words when the vowel sound changes from short to long (e.g., *rip, ripe; win, wine; hop, hope; cut, cute; hat, hate; man, mane*). Ask children to write the vowel sounds they hear. Encourage them to think of other examples for oral presentation.

#### 3. Guess My Sign

Each child should have two pieces of drawing paper. On one paper, he may draw a short vowel sign. On the other, he may draw the long vowel sign. Children take turns calling out a one-syllable word with either short or long vowel sound. Other children hold up the correct sign for the vowel sound in the word.



## OBJECTIVES

### General

- Reviewing the short vowel sounds in words.
- Introducing the concept that when a single vowel ends a one-syllable word it has a long vowel sound.
- Reading and spelling one-syllable words that have a long vowel sound.
- Testing and evaluating skills related to long and short vowels.

### Specific

- Find out what the vowels say when there is no cooperation.
- Place the long sign over the vowel.
- Make sure of long and short vowels.

NOTE: Future lessons will develop concepts governing long vowel sounds for words that have more than one vowel.

## MATERIALS

Story Picture 10, *Chatterbooks*, *alphaboards*, Alpha One Masters #117 and #118, materials for small group activities (see end of lesson)

## MOTIVATION

The following words are written on the board: *met, wed, got, nod, hen, bent*. The final consonant of each has a cooperation sign drawn over it.

## DEVELOPMENT

Display Story Picture 10. Suggested discussion questions: *What is Mr. H holding in his hand?* (cooperation sign) *Look at the word on the board. Has Mr. H put the cooperation sign over the ending consonant?* (no) *Is there an ending consonant?* (no) *Is there cooperation?* (no) *How many sounds does each of the vowels have?* (two) *What sounds are they?* (long and short)

*The vowels are anxious to use their long sounds. Which vowel sound is used when there is cooperation?* (short) *When the consonant at the end of a word holds the cooperation sign we know that the vowel is short. What sound will we then hear when there is no cooperation?* Children may anticipate what the vowels will say when there is no cooperation.

Read the following list to the children:

If there is no consonant to end the word  
Then the Letter Girl's long vowel sound is heard.  
Let's try the word *me*,  
The only vowel is Miss E.  
After her, no sign is found,  
So she must take her long, vowel sound.

Write the word *me* on the board and draw the appropriate "clue boxes." *Why don't we need an "ending clue box?"* (There is no consonant after the vowel.) *Is there cooperation?* (no) If a child suggests that Mr. M is cooperating with the E, make it clear that the cooperating consonant (or consonants) must be in an "ending clue box." When it is decided

that there is no cooperation with *E*, recall what the vowels must do if there is no cooperation.

Choose volunteers to reread the short vowel words on the board. Then they may erase the cooperating consonant(s) from the words and read the new words which now have long vowel sounds (*me*, *we*, *go*, *no*, *he*, *be*).

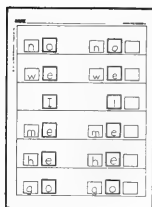
CHATTERBOOK PAGE 84: Have the children decode the words in which there is no cooperation. Note that none of the words needs an "ending clue box." Before the word is read, children must mark a long sign over the "catching clue box" as in the first example on the page.

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WRITTEN PRACTICE: Distribute *alphabords*. Dictate the words on *Chatterbook* page 84, one at a time. Suggested procedure: *The first word is "me." What vowel do you hear in the word? (E) Is the vowel making her short sound or her long sound? (long) What does that tell us? (There is no cooperation.) In what box does the "E" belong? ("catching clue box") Which letter goes in the "starting clue box?" (M) There is no "ending clue box." Mark the vowel. Put the long sign over the "E."*

Direct the class to hold up their *alphabords* for checking.

\*\*\*\*



Distribute copies of Alpha One Master #117. Discuss the procedure:

*Which vowel is in the first word on your paper? (O) Is there cooperation? (no) Then which sound will Miss O make? (long sound) Draw a long sound sign over the "O." Read the word. (no) Look at the "clue boxes" next to "no." What will happen if we put Mr. T at the end of the word that begins with "N," "O?" (There will be cooperation. Miss O will say her short sound.) Draw a cooperation sign over Mr. T. Draw a short vowel sign over Miss O. Read the word. (not)*

Once again elicit the conclusion that since there is cooperation, the vowel will now use the short sound. For each of the words have the children make the cooperation sign, mark the vowel, and read the word. Repeat the same procedure for the following words: *we*, *web*; *I*, *it*; *me*, *men*; *he*, *help*; *go*, *got*.

\*\*\*\*

HOMEWORK OR FOLLOW-UP: Give children a list of one-vowel words. Some words should have short vowels and some should have long vowels in the final position. The children then copy and mark the words.

## TEST

Use Alpha One Master #118. Instructions for each exercise are as follows:

1. Draw a circle around each of the five vowels.
2. Draw a long vowel sign in the first box on the left.  
Draw a short vowel sign in the middle box. Draw a cooperating sign in the box on the right.



3. (Note: The words in this exercise are for auditory perception only.) Put a check over the circle in the box if the word you hear has a long vowel sound. Put a check in the empty side of the box if the word has a short vowel. Start with the first box on the left (near the window, door, etc.). Words: (1) *see*, (2) *go*, (3) *bet*, (4) *lay*, (5) *my*, (6) *hop*, (7) *me*, (8) *but*, (9) *ham*, (10) *bit*.
4. Decode and mark the words. Be sure to put the long, short or cooperation signs where needed.
5. Draw the "clue boxes" for each word and mark and decode it.
6. Listen to each word and write it, starting on the top line:  
(1) *I*, (2) *hop*, (3) *so*, (4) *hall*.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### DECODING

#### 1. Inspector Game

Each child selects and holds one Letter Person. Choose two children to be the Word Machine and a helper. Write one of the following words on the chalkboard: *I*, *he*, *be*, *we*, *no*, *so*, *go*. Children who have the corresponding letters in the word stand in front of the room. The Word Machine says, "Let's see if there is cooperation." The Word Machine decides whether or not a cooperation sign is necessary. The Word Machine says, "There is no cooperation. The vowel says her long sound." The helper holds the long sign over the vowel, while a child reads the word.

#### 2. Decoding Practice

Children copy the following sentences, draw "clue boxes" around the words, mark them, and read the sentences.

I can not go.  
He will not be in.  
He is so sad.  
Go, man, go!

### COMPREHENSION

#### 3. Yes or No

TEACHER PREPARATION: Write each of the following sentences on a strip of oaktag.

1. Can a man bend his neck?
2. Can a stamp hang from a wall?
3. Can a cat lick milk?
4. Can a jet land on a bed?
5. Will a bus melt if it is wet?
6. Can a man fix up a tent?
7. Can a dog lift a cat?
8. Can a frog hop?
9. Can a man sip a glass of milk and spill it?
10. Can a dog dig in the sand?

The children may work in pairs or small groups. The sentence strips are placed in a pile face down on the table. Each child may have a turn

to draw a sentence strip and read it aloud to the others, who may answer it with *yes* or *no*. Continue until all sentences have been read and answered.

*CORRECT  
USAGE*

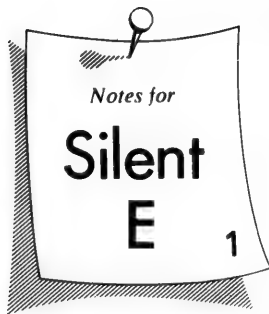
*4. Choose a Word*

TEACHER PREPARATION: Write the following sentences on the chalkboard.

1. Miss O, Mr. K and I went on a trip. . . . had fun.
2. Mr. V got a strip of land. . . . has a tent for it.
3. I fell in a pond. Mr. R will ask . . . if I got wet.
4. Mr. S went up in a jet. . . . did not get sick.
5. I will give Mr. H a hug. Mr. H will be glad to get a hug from . . . .

Below these sentences write the words *me, he, we, I*.

Gather a group of children around the sentences. Direct them to select the appropriate word from those listed at the bottom and fill in the blank.



## OBJECTIVES

### General

- Establishing the concept that when there is a silent *E* at the end of a one-syllable word, the vowel sound in the word is long.
- Introduction of the silent sign.
- Decoding words with final silent *E*.

### Specific

- Listen to how Miss *E* helps the other vowels.
- Learn to use the silent sign.
- Decode words in which Miss *E* gives up her sound so that the other vowels can say their long sounds.

## MATERIALS

Pictures of all the vowels, silent sign Symbol Card, Story Picture 11, *Chatterbooks*, Alpha One Master #119 materials for small group activities (see end of lesson)

## MOTIVATION

On one side of the board, the picture of Miss *I* is placed above the sentence, "Miss *E* will help me be long." On another side of the board, the rest of the vowel pictures are placed above the sentence, "Miss *E* will help us be long."

## DEVELOPMENT

Choose children to read the sentences and to discuss their meaning. Read "Miss *E* Helps The Vowels" to the children.

### *Miss E Helps The Vowels*

It was very early in the morning, and Miss *E* was sound asleep. Suddenly she heard calling below her window. She popped up, pulled up the shade, and there was Miss *I*. Miss *E* did some quick exercises and then ran down to see what was the matter.

Miss *I* was frowning. Miss *E* took her hand and said, "Now, Miss *I*, tell me what is the matter." Miss *I* said, "I'm tired of always saying *ĩ, ĩ, ĩ*. I thought I would get a chance to say my long sound in words, but look at the words I'm in: *pĩt, hĩll, flĩp*. You, Miss *E*, get a chance to say your long sound in words like *be, me, he*. In my words there is usually cooperation so I must use my short sound. I hardly ever have a chance to be a long *I*. I'm tired of saying *ĩ, ĩ, ĩ*."

Miss *E* thought about what Miss *I* had said; and, being very kindhearted and helpful, she said:

There's no need to make a fuss;  
Important work is expected of us.  
I'm certainly willing to help you,  
So that you can say your long sound too.  
I will surely think of a way  
With *ě, ě*, Exercise to save the day.

"At today's Letter meeting I'll speak to Mr. H. I'll tell him that I will stand at the end of a word and give up my sound so that Miss I who stands in the "catching clue box" may say her long sound even when a consonant stands after her in the "ending clue box."

Take the letters *W-I-N*; since there is cooperation *I* uses her short sound, and the word is *win*, but if *E* stands silently at the end of the word (*W-I-N-E*), Miss *I* says her long sound, and the word we hear is *wine*. Miss *I* thought that was a fine plan and said: "Oh, Miss *E*, thank you so very much. Now I can say *bite* as well as *bit*, and *dime* as well as *dim*."

Demonstrate this as follows:

Draw three "clue boxes" on the board and decode the word *win*. A child may read the word and then the whole class may repeat it aloud together. Point out that each of the letters (*W*, *I*, *N*) stands in a "clue box" because each makes a sound.

In decoding the word *wine*, explain that the silent *E* has to stand at the end of the word; but, since it makes no sound, it may not stand inside a "clue box." Letters in "clue boxes" must make sounds. Discuss ideas for placing *E*. Lead to the suggestion that the silent *E* must stand outside the "ending clue box." Demonstrate.



Have a child write a long sign over the *I*. Elicit ways in which *E* can be shown to be silent in this word. Display the silent sign Symbol Card (a broken slanted line.) Draw a broken slanted line through the *E* (e).

Now "clue boxes" can sound off. The class should say the word *wine* aloud, all together. Repeat the demonstration with *bit* and *bite*, and *dim* and *dime*. Continue reading the story to the children.

Miss *E* was very happy to have helped Miss *I*. She ran up to her room and closed her door. Then she heard calling under her window again. She looked down. There were the other vowels, Miss *A*, Miss *O*, and Miss *U* and they were saying:  
We heard! We heard!

You're silent at the end of Miss *I*'s word.  
You're letting her say her long vowel sound  
When at the end of her word you're found.  
We don't want to make a fuss,  
But will you also be silent for us?

Miss *E* wanted to be fair to "A," "O," and "U;" so she said to them:

All right, vowels,  
Here's what I'll do.  
I'll be silent for you, too;  
When I'm at the end of another vowel's word,  
The first vowel's long sound will be heard.

And the vowels said:

Thank you Miss *E*, we won't fuss;  
Will you please explain it to us?

Miss E smiled and said:

Patience, girls; I'll explain with a sample,  
I'll give you each your own word example.  
Now listen carefully, Miss A;  
In the word spelled *M-A-T*, what do you say?

Miss A answered:

Since there is cooperation from Mr. T  
The short *A* is used; that's easy to see.  
And since *A* is short, we know that  
*M-A-T* is the word *mat*.

Then Miss E said:

Now put silent *E* at the end of the word.  
Which of your sounds will then be heard?

Miss A thought about it, then jumped up and down and said:

Dear Miss E, I feel so great,  
*M-A-T-E* is pronounced *mate*!

Miss O tried the word *hop* spelled *H-O-P*.  
Then to its end came silent *E*.

Miss E stood silently, jumping rope:  
Miss O said *H-O-P-E* is *hope*.

Then Miss U tried the trick with *C-U-T*  
And *cut* became *cute*, thanks to silent Miss E.

Display Story Picture 11 and discuss the illustration. *What do you think Miss E is telling Mr. H?* (She will be silent at the end of a word.) *How can you tell?* (She has her finger over her mouth.) *What word is written on the board?* (*bite*) *How can you tell the "E" is silent?* (*E* is outside the "clue box" and is marked with a silent sign.) *How does Mr. H look?* (He is pulling his hair.)

Read the following poetry to the children, and encourage them to say the lines with you as you reread.

The vowels said:

We have all decided one by one,  
That short sounds only are no fun!  
Our long, vowel sounds make us feel great;  
To say them we can hardly wait.

And Miss E said:

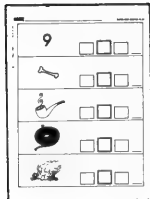
All right, vowels, Here's what I'll do:  
I'll be silent for all of you.  
When I'm silent at the end of another vowel's word,  
The first-vowel's long sound will be heard.

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**TEACHER PREPARATION:** Write each of the following words or phrases on a 3" x 5" index card: *rose, cake, milk, grape, smoke, pine cone, gum, eggs, lime, hot dogs, mints, nuts, gum drops*.

Encourage the child to read each card and determine whether he would taste or smell it. He then places the card in the appropriate column on the chart.

CHATTERBOOK PAGE 85: *Look at the first word (dime). It has been decoded. Where is Miss I? (in the "catching clue box") Which letter is in the "starting clue box?" (D) Which letter is in the "ending clue box?" (M) Where is silent "E?" (outside the "clue box") Why? (E doesn't make a sound. E is silent.) Emphasize that letters in "clue boxes" must sound off! If a letter doesn't make a sound, it cannot stand inside a "clue box." What sound will "I" make? (i) What sign is over the "catching clue box?" (long) What sound is needed for "E?" (silent) Why? (E doesn't make a sound.) Choose a child to read the word. Work with children until they can continue independently.*



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Distribute copies of Alpha One Master #119. Instruct the children to write the word for each picture in the "clue boxes" beside the picture.

\*\*\*\*

HOMEWORK OR FOLLOW-UP: *Look in magazines for words that end with "E" and have one other vowel. Draw a silent sign through the silent "E" at the end, and a long sign over the first vowel.*

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### DRAMATIC PLAY

#### 1. "Miss E Helps The Vowels"

Choose actors and actresses to dramatize the story "Miss E Helps The Vowels." Letter Pictures and/or puppets may be used.

### SPELLING

#### 2. Team Dictation

Using the following words, the children may work in pairs taking turns dictating and writing words in "clue boxes" on their *alphabords*: *name, live, mule, pole, ride, cube, late, vote, ripe, hose.*

### READING

#### 3. Letter People Pantomime

TEACHER PREPARATION: Select several of the following sentences and write them on the board or on chart paper.

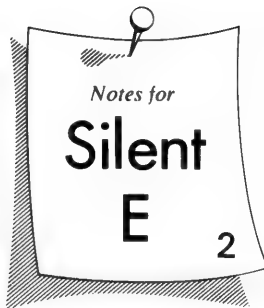
1. Mr. D hangs a drape.
2. Mr. H will go on a hike.
3. Miss U can drive.
4. Mr. C lifts a big cube.
5. Mr. W will wake us up.
6. Miss I is at home.
7. Mr. T broke his hose.
8. Miss E picks up a game.
9. Mr. R lifts a rake.

The children read the sentences and take turns choosing a sentence to pantomime. The other children try to guess which sentence is being pantomimed. The one who guesses correctly may take a turn.

### CLASSIFYING

#### 4. Taste or Smell?

MATERIALS NEEDED: a large piece of drawing or chart paper divided into two columns labeled *taste* and *smell*, 3" x 5" index cards.



## OBJECTIVES

### General

- Reviewing silent E.
- Reading and spelling one-syllable words that end in silent E.
- Testing and evaluating skills related to silent E.

### Specific

- Play a word game.
- Spell words ending in silent E.
- Make sure of silent E.

## MATERIALS

All pictures of the Letter People, Symbol Cards for long, short, cooperation and silent signs, *alphaboards*, Alpha One Masters #120 and #121, materials for small group activities (see end of lesson)

## MOTIVATION

All the Letter People are displayed around the room within easy access of children.

## DEVELOPMENT

Write the following words on the board: *bite, bit, me, like, game*. Choose children to decode the words, one at a time, at the board. Appoint an inspector and a helper. As each word is decoded, the inspector chooses three or four children, as needed, to select the Letter People that correspond to the letters in the decoded word. The children then stand in front of the room, facing the class so that they spell the word. The inspector and his helper hold the necessary Symbol Cards over the letters.

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**WRITTEN PRACTICE:** *All the words today will have silent "E" at the end. Draw three "clue boxes" on your "alphaboards." Leave a space after the "ending clue box" for "E."*

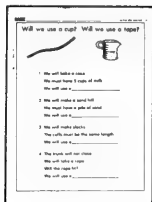
*The first word is "tape." Which vowel is in the "catching clue box?" (A) Which sound is "A" making? (ā) Why? (silent E at end) Put "A" in the "catching clue box." Where will you put "E?" (E stands at the end, outside the "ending clue box.")*

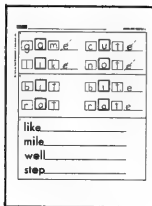
*Listen to the word again: "tape." Who goes in the "starting clue box?" (T) Listen again. Who goes in the "ending clue box?" (P) When you have marked the "A" and the "E" hold up your "alphaboards." Call on a child to write the word *tape* on the board without "clue boxes" and use it in a sentence.*

Proceed as above, using any words from *Chatterbook* page 85.

\*\*\*\*

Distribute copies of Alpha One Master #120. Direct the children to read the instructions, fill in the blanks, and then illustrate any of the stories on a separate sheet of paper.





## TEST

Use Alpha One Master #121. Instructions for the exercises are as follows:

1. Mark all the vowels in the words.
2. Mark the words.
3. Draw "clue boxes"; decode words.
4. Check the matching word.

## BOOKS

When this lesson is completed the children are ready to read *A Pile of Hats* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

**HOMEWORK OR FOLLOW-UP:** *Copy the following sentences in your notebooks and mark each word.* (1) I can bake a cake. (2) Take me home. (3) Wake up, it is late. (4) Tell a joke, and I will smile. (5) He drove home. (6) I can make a game.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### SPELLING

#### 1. Team Dictation

Using the words below, the children may work in pairs. One child dictates the words while the other child writes the words in "clue boxes" on his *alphaboard*. Words: *state, drove, flame, brave, spine, stone, smile, blaze, cute.*

### SORTING

#### 2. Can It Go in a Home?

**MATERIALS NEEDED:** a sheet of large drawing or chart paper divided into 2 columns labeled *yes* and *no*, 3" x 5" index cards.

**TEACHER PREPARATION:** Write each of the following phrases on a 3" x 5" index card: *a plane, a pole, a hole, a rope, a stove, a tube of paste, a scale, a fuse box, a kite, a drape, a plate, a bike, a wave, a skate, a lake.* Have a child read each phrase, decide whether or not the object can "go in a home," and place the card in the *yes* or *no* column.

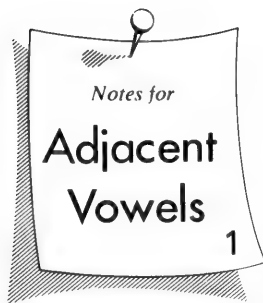
### COMPREHENSION

#### 3. Draw A Story

Write the following on chart paper or on the chalkboard:

- A stove is in a home.
- A plate is on the stove.
- A bone is on the plate.
- A hole is in the bone.
- The hole is a wide size.
- Can you make it all?

Encourage the children to read the story and illustrate it making sure to include each item mentioned.



## OBJECTIVES

### General

- Decoding words that have adjacent vowels.
- Spelling, from dictation, words that have adjacent vowels.

### Specific

- Decode words that have two vowels side by side.
- Spell words that have two vowels side by side.

NOTE: *oo, oi-oy, ou-ow, au-aw* will be taught as special sounds. If the children ask questions about these "side-by-side" vowels that don't work according to the vowel agreement, explain that special sounds were made for them.

## MATERIALS

Story Picture 12, *Chatterbooks*, pictures of Miss A, Miss E, Miss I, Miss O, Miss U, Alpha One Master #122, materials for small group activities (see end of lesson)

## MOTIVATION

Display the pictures of A, E, I, O and U. Tell the class that the vowels have a problem.

## DEVELOPMENT

Write the word *fine* on the board. Have the child decode the word, marking silent *E* with a silent mark, and the vowel *I* with a long mark. *How many vowels are in the word "fine?"* (two) *How many vowels are heard?* (one) *Which vowel is silent?* (*E*) *Why does "E" give up its sound?* (so the first vowel may be long)

Display Story Picture 12. *How do the girls look?* (confused) *What is Mr. H doing?* (pulling out his hair) *Look at the word on the board in the picture (meat).* *How many vowels are in the word?* (two) *Is silent "E" at the end?* (no) *Which two vowels are in the word?* (*E* and *A*) *Where do they stand?* (side by side in the middle of the word)

Read the following passage to the children:

Miss E is silent at the end of a word  
So that the first vowel's long sound may be heard.  
But what happens when vowels stand side by side?  
The vowel girls had to decide!  
Which of the vowels will be heard?  
Will that vowel be long or short in the word?

The vowels decided to take a hint from Miss E;  
They can remember their new plan easily.  
When two vowels stand side by side they will agree  
That one gives up her sound like silent *E*.  
The girls thought it was only fair  
That the long sound be made by the first vowel there.  
The first vowel's long sound will be heard  
And the second vowel is silent in the word.

Reread the last two lines so the children may participate in unison.

Write the word *meat* on the board and draw the appropriate "clue boxes." *What two vowels are side by side in this word? (E and A) What did the vowels decide to do? (The second vowel must give up its sound.)*

*Which vowel must give up its sound? (A)*

*What sound will the first vowel use? (The long sound because the second vowel gave up its sound.) What will "E" say? (e) Which vowel goes in the "catching clue box?" (E)*

A child may put E in the "catching clue box."

*Where can we put silent "A?"* Lead to the suggestion that A should be outside the "catching clue box" because it does not make a sound in the word.

*Why can't "A" be in a "clue box?" (A is silent)*

Mark the word *meat*. *What sign do we put over "E?" (long) What sign do we put on "A" (broken line through A)*

Proceed as above for the words *boat* and *raid*. Be sure children give reasons for their decisions.

\*\*\*\*

Review with the children the three ways in which a vowel may be long:

1. When it is the only vowel in the word and it has no cooperation (i.e., it is not followed by a consonant) as in the word *me*.
2. When silent E is at the end of a word that has another vowel as in the word *bake*.
3. When there are two consecutive vowels as in the word *boat*.

\*\*\*\*

CHATTERBOOK PAGE 86: Discuss the decoded word *soap*. *Who goes in the "catching clue box?" (O) Why? (It is the first vowel there.) Where is "A?" (A is silent; therefore, it is outside and after the "catching clue box.") What letter starts the word? (S) What letter ends the word? (P) What sign is put over "O?" (long sign) What sign is put on "A?" (silent sign) Demonstrate the decoding for the next few words until the children can proceed independently.*

\*\*\*\*

Have the children dramatize the story that is illustrated by Story Picture 12. The script should be extemporaneous. Characters will be Miss A, E, I, O, U, Mr. H, student director, announcer. Each vowel character may hold a corresponding letter picture for identification.

\*\*\*\*

Distribute copies of Alpha One Master #122. Direct the children to decode each word and illustrate it in the space provided.

HOMEWORK OR FOLLOW-UP: Make a list of long-vowel words for children to copy and decode in their notebooks (e.g., *heap, plane, smile, meat, go, bee*).



## BOOKS

When this lesson is completed the children are ready to read *Miss O Picks a Game* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### ART

#### 1. *Cartoons*

Encourage the children to draw a cartoon strip of the "side by side" vowel story. They may write captions for each frame.

### DECODING

#### 2. *Word Hunt*

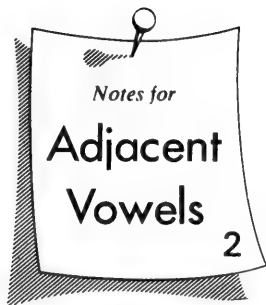
Encourage the children to find and cut from magazines words containing adjacent vowels. The children may decode these words and keep the collection in a box.

### SCIENCE

#### 3. *Will It Sink Or Float?*

Children collect a variety of objects (e.g., paper, soap, nails, clips, marbles, corks, bottle caps, erasers, pencils, leaves, bits of wood, coins). Using a bucket half filled with water, children drop one object at a time into the water to determine whether it sinks or floats.

Encourage children to make and record their predictions for comparison with the outcomes.



## OBJECTIVES

### General

- Reading sentences for meaning.
- Spelling, from dictation, one-syllable words with adjacent vowels.
- Reviewing the marking of words.
- Testing and evaluating skills related to words with adjacent vowels.

### Specific

- Read about vowels side by side.
- Spell words with vowels side by side.
- Mark words.
- Make sure of adjacent vowels.

## MATERIALS

*Chatterbooks, alphabards, Symbol Cards, Alpha One Masters #123, #124 and #125, materials for small group activities (see end of lesson)*

## MOTIVATION

Children may take turns retelling the story of two vowels side by side. If they have trouble remembering, reread the verses in the preceding lesson.

## DEVELOPMENT

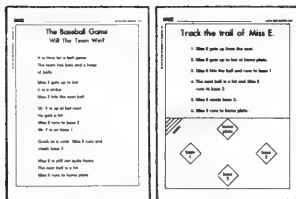
CHATTERBOOK PAGE 87: Discuss the illustrations. The children may then read the sentences first to themselves, then they may read the sentences aloud. *Why does Miss E have a finger over her mouth? (She is silent in bite.) What will "O" and "A" decide to do in "boat?"*

WRITTEN PRACTICE: Distribute *alphabards*. *All the words today will have two vowels side by side. How will you arrange your "clue boxes?" ("starting clue box," "catching clue box," a space for the silent letter and an "ending clue box") How will you know which letters go in the boxes? (listen to their sounds) Which letter won't you hear in the word? (The second vowel because it is silent.)*

Tell the class that for each word they will be told the silent letter which is placed outside the "clue box." They have to gather the rest of the clues for the word by listening to the sounds.

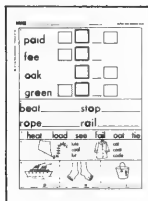
*Draw three "clue boxes" on your "alphabards." Remember to leave a space after the "catching clue box" for the silent vowel. The word is "soap." Miss A gives up her sound so the first vowel can say her long sound. Where will you put "A?" (outside the "catching clue box") Listen to the word again. Which vowel is saying her long sound? (O) Put "O" in the "catching clue box." Who starts the word? (S) Put "S" in the "starting clue box." Who ends the word? (P) Put "P" in the "ending clue box." Place the Symbol Cards on the chalkboard. Let's mark the word, What sign do we put on "A?" (silent) Why? (It is the second vowel and therefore silent.) What sign do we put over "O?" (long sign) Now write the word without "clue boxes."*

The class may spell the word aloud in unison while looking at the word. Then they may cover the word and spell it from memory. Proceed as above for any of the words on *Chatterbook* page 86. Children should be told when a “starting” or “ending squoosh box” is called for. Also remind them that in words like *meet* and *green*, the second *E* gives up its sound for the first *E*.



AOM #123

AOM #124



AOM #125

## TEST

*Let's make sure of adjacent vowels.* Use Alpha One Master #125. Instructions for the exercises are as follows:

1. Decode each word in the “clue boxes” next to it.
2. Draw “clue boxes” for each word, mark and decode the words.
3. In each word, draw a line through the letter that should be silent and mark the vowel that makes a long sound.
4. Draw a line under the words that match the pictures.
5. Write the missing letters to complete the words that describe the pictures. The letter that is supplied is silent.

**HOMEWORK OR FOLLOW-UP:** Copy the following sentences into notebooks; mark the words, read and illustrate the sentences.

1. Can it rain “cats and dogs?”
2. We can make a boat from soap.
3. I can swim and float.
4. Wake me up.
5. It is time to go.
6. I am weak, but Miss U helps me speak.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. Silent "GH"

Children who are ready may learn the following concepts: silent *GH* changes the vowel sounds. *I* is long before silent *GH* as in *light*. *EI* has different sounds before *GH* (e.g., *eight* and *height*).

Demonstrate by decoding the word *night*. Since “G” and “H” are silent where should we put them? (G and H stand outside and after the “catching clue box.”) What letter goes in the “starting clue box?” (N) What letter goes in the “ending clue box?” (T) Mark the word. What sign goes over “P?” (long) What other letters need a sign? (silent sign over G and H)

## 2. Which Meal?

**MATERIALS NEEDED:** a large sheet of chart paper divided into four columns labeled *breakfast*, *lunch*, *snack* and *dinner*, 3" x 5" index cards.

**TEACHER PREPARATION:** Write each of the following words or phrases on a 3" x 5" index card: *nuts, a glass of milk, ham and eggs, hot oatmeal, green beans, cake, a bun, jam, toast, hot dog, red beets, pie, peas, beef, veal roast, meat loaf, tea and cream.*

## DECODING

A child (or small group) may read each card, decide whether they would like to eat that food at breakfast, lunch, snack or dinner. They then place the card in the appropriate column on the chart. When all cards have been completed, children may show their work to you.

**CLASSIFYING  
CRAFTS**

**3. Braid it!**

Using three one yard strips of string or cloth, the children may learn to braid. The strips for each child should be labeled *A*, *B* and *C* and pinned together at the top. Written or oral directions might be as follows:

Twist strip *A* on top of strip *B*.

Twist strip *C* on top of strip *A*.

Twist *B* on top of *C*.

Twist *A* on top of *B*.

Twist *C* on top of *A* (and so on.)

Some children may want to read the directions and proceed independently. Others may require step-by-step instructions.

**COMPREHENSION**

**4. Fill the Blanks**

TEACHER PREPARATION: Across the top of the chalkboard write the words *sleep*, *tree*, *street* and *boat*. Then write the following four stories; and have children complete the last sentence with one of the words.

**1. I sit up here.**

It is green.

I am not at home.

I am in a . . . .

**2. I can see the sea.**

I can not see land.

I can see sails.

I am in a . . . .

**3. I can see trucks.**

I see a bus and lots of men.

I am not at home.

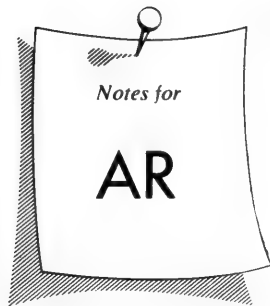
I am in the . . . .

**4. I am at home.**

I am here in bed.

I can rest.

I can . . . .



## OBJECTIVES

### General

- Introducing *R* control of vowel in the *ar* sound.
- Associating the *ar* sound with *R*'s name.
- Auditory recognition of the *ar* sound in words.
- Decoding words that have the *ar* sound.
- Reading sentences for meaning.
- Spelling from dictation, words that have the *ar* sound.

### Specific

- Listen to a story about Miss A and Mr. R.
- Hear words that have the *ar* sound.
- Decode words that have the *ar* sound.
- Read about *A* and *R*.
- Put *A* and *R* in a divided "catching clue box."
- Spell words with *ar*.

## MATERIALS

Picture of Miss A and Mr. R, bunch of rubberbands, Story Picture 13, Record #2, stage and puppets, (*Chitter* has a small *R* pinned on it, and *Chatter* has a small *A* pinned on it.) *Chatterbooks*, *alphaboard*s, Alpha One Master #127, materials for small group activities (see end of lesson)

## MOTIVATION

Display pictures of *A* and *R*. Tape a bunch of real rubberbands to Mr. R's hand. *I wonder what Mr. R is up to now. How can we keep him busy so that he will not use all those rubberbands?*

## DEVELOPMENT

Play side B, band 1 of record #2. (*Magic Star*) *What did Mr. R want?* (He wanted to say his name in words.) *Where did Mr. R get the idea of saying his name?* (When the vowels say their long sounds, they really say their names.)

Display Story Picture 13 and discuss it with the children, allowing time for free interchange of ideas. *What idea did the star have?* (When Miss A stands next to Mr. R in a word, together they say *R*'s name.)

Let the children dramatize the story of *A* and *R*. Let *Chatter* be Miss A and let *Chitter* be Mr. R. The recorded story may be used as a basis for a script, or the children may use their own words. It must be clear, however, that when Mr. R stands after Miss A, together they say *R*'s name (*ar*).

♦♦♦♦

CHATTERBOOK PAGE 89: Tell the children that *A* and *R* stand side by side in all the words on this page.

Look at all the "catching clue boxes." In what way are they different from other "catching clue boxes?" (There is a line drawn down the middle of the box dividing it.) Can you think why the box would be divided in two? Elicit the suggestion that the vowel does not make its sound alone. *A* and *R* say a special sound. Together they say *R*'s name. *R* must stand after *A* in the "catching clue box."



Demonstrate the decoding. The first word (*barn*) has been decoded. Write the word *barn* on the chalkboard and draw "clue boxes." Who makes the vowel sound with "A?" (*R*) What must "A" and "R" say? (*ar*) Can only "A" stand in the "catching clue box?" (no) Who goes in the "catching clue box?" (*A* and *R*) Who starts the word? (*B*) Who ends the word? (*N*) Can we put a short or long sound over the "catching clue box?" (no) Why not? (We cannot mark the vowel long or short because *A* and *R* make a special vowel sound.) Read the word.

Proceed as above for the remaining words on the page. Be sure children are aware of "squooosh boxes," and in some cases of the absence of a "starting" or "ending clue box." Those who are able should proceed independently.

CHATTERBOOK PAGE 90: Discuss the illustrations with the children. After they have read the sentences silently, some children may read them aloud. Children may suggest other appropriate captions.

\*\*\*\*

WRITTEN PRACTICE: Dictate for spelling, any of the words on *Chatterbook* page 89. Tell the class that all the words will have the *ar* sound. When you hear the "ar" sound what letters will you put in the "catching clue box?" (*A* and *R*) Why? (When *R* stands after *A*, they say *ar*.) After children have drawn three "clue boxes" on their *alpha-boards*, remind them to divide the "catching clue box" in half. After each word has been decoded and written without "clue boxes" it should be spelled aloud and then used in a sentence.

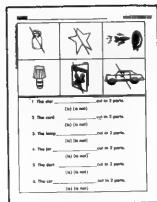
NOTE: At this time in the program, children cannot yet tell by listening whether the letter *C* or *K* should be used in words that start or end with the hard *K* sound (e.g., *dark*, *card*). If the question arises, the children may be told that *C* and *K* have a problem that the Letter People will have to solve. At this point it is enough to tell them without explanation which letter to use.

\*\*\*\*

Distribute Alpha One Master #127, discuss the pictures with the children. (Some of the pictures are cut in two parts. (i.e., car, star, card) Encourage them to work independently filling in the appropriate words.

\*\*\*\*

HOMEWORK OR FOLLOW-UP: Illustrate the story of "A" and "R" in three pictures.



## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### COMPREHENSION

#### 1. *Read and Illustrate*

Children may copy and illustrate the following sentences in their notebooks:

1. We can march in the park.
2. The lark is in the dark barn.
3. I see a shark that can bark.

#### 2. *Mr. C's Car*

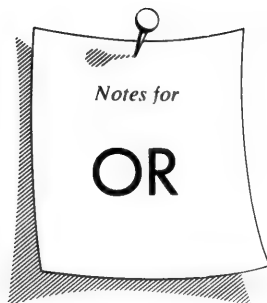
Write the following story on the board or on chart paper:  
Encourage children to read the story and to illustrate it.

Mr. C starts to drive his car.  
He is on Star Street.  
A truck blocks the street.  
The truck has hot tar in it.  
Men use the tar to fix the street.  
The tar is soft.  
The car will get stuck in soft tar.  
Mr. C must park the car.

### SIZE RELATIONSHIPS

#### 3. *Arms*

Using a yardstick (or long strip of paper marked in one inch measurements) children measure the length of their arms. Encourage them to record the measurements and make comparisons with other children.



## OBJECTIVES

### General

- Introduction of *R* control of vowel in the *or* sound.
- Auditory recognition of the *or* sound in words.
- Decoding words that have the *or* sound.
- Spelling, from dictation, words that have the *or* sound.
- Reading sentences for meaning.

### Specific

- Listen to a story about *O* and *R*.
- Listen for words that have the *or* sound.
- Decode words with the *or* sound.
- Spell words having the *or* sound.
- Read about *O* and *R*.

## MATERIALS

Picture of Mr. R with a bunch of rubberbands taped to his hand, picture of Miss O, Story Picture 14, Record #2, *Chatterbooks*, *alphabords*, Alpha One Master #128, materials for small group activities (see end of lesson)

## MOTIVATION

Display pictures of Mr. R and Miss O. Tell the children that Mr. R is having such a good time making new sounds that he has not been shooting rubberbands.

## DEVELOPMENT

Play Record #2, side B, band 2 (*Splendid OR*).

*What did Mr. R want to do? (Make a special sound with O.) Why didn't Miss O want to do it at first? (She didn't think she could make a third sound.) What does she say about her sounds? (She can say only  $\ddot{o}$  or  $\bar{o}$ .) Have all children repeat aloud " $\ddot{o}$  or  $\bar{o}$ ." The word *or* should be stressed.*

*What sound will "O" and "R" make together? (or)*

*How did Mr. R think of a sound for "O" and "R?" (The sound was between  $\ddot{o}$  and  $\bar{o}$ .) Which sounds could Miss O make before she made a special sound with "R?" ( $\ddot{o}$  or  $\bar{o}$ ) Which is her short sound? ( $\ddot{o}$ ) What sound will she make with Mr. R? (or)*

\*\*\*\*

Display Story Picture 14. In discussing the picture, children should try to recall as much of the *OR* story as they can.

\*\*\*\*

CHATTERBOOK PAGE 91: Help the children decode the words that have the *or* sound. Demonstrate the decoding of the first word (*fort*) at the board, letting a child divide the "catching clue box." Elicit the fact that the "catching clue box" is divided (vertically) because there will be two letters standing in it (*O* and *R*).

\*\*\*\*

CHATTERBOOK PAGE 92: Discuss the illustrations with the children. Let children read the sentences to themselves first and then some children may read them aloud. The children may suggest other captions that would be appropriate.

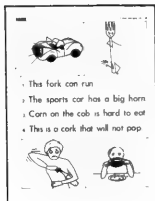
\*\*\*\*

WRITTEN PRACTICE: Distribute *alphaboards*. All the spelling words will have the "or" sound. Which letters will you put in the "catching clue box?" (O and R) What should you do to the "catching clue box?" (Draw a line to divide it.) Demonstrate on the board so that no one becomes confused. Dictate any of the words from *Chatterbook* page 91.

\*\*\*\*

Distribute Alpha Master #128 and have children connect the sentences to the corresponding pictures.

\*\*\*\*



## BOOKS

When this lesson is completed the children are ready to read *What Can it Be?* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

HOMEWORK OR FOLLOW-UP: Illustrate the story of O and R.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. Forms

TEACHER PREPARATION: Cut from oaktag several each of shapes such as circles, squares, rectangles, triangles, hexagons and include some free forms. Place these oaktag forms in a box.

Using drawing paper, children place a number of the forms on top of each other thus creating a new shape. These shapes may be traced, cut out and painted.

## CRAFTS



## OBJECTIVES

### General

- Introduction of the *er* sound for *ER*, *IR*, *UR*.
- Auditory recognition of the *er* sound in words.
- Decoding words that have the *er* sound.
- Reading sentences for meaning.
- Spelling, from dictation, words having the *er* sound.

### Specific

- Find out how *R* gets a sound with *E*, *I*, and *U*.
- Listen to words that have the *er* sound.
- Decode words that have the *er* sound.
- Read about the *er* sound.
- Spell words that have the *er* sound.

## MATERIALS

Pictures of Mr. R, Miss E, Miss I and Miss U, Record #2, Story Picture 15, *Chatterbooks*, *alphaboards*, Alpha One Master #129, materials for small group activities (see end of lesson)

## MOTIVATION

Display pictures of Mr. R, Miss E, Miss I and Miss U. Tell the children that Mr. R has been making so many sounds that he is very, very tired. He has not been shooting his rubberbands. All he wants to do now is rest. All the Letter People are glad that Mr. R has not been a rascal. Miss E and Miss I and Miss U want to be sure that he keeps on being busy. *What do you think their plan is? Let's listen to the story and find out.*

## DEVELOPMENT

Play Record #2, side B, band 3 (*Taking Turns*).

Discuss and review the recorded story. *What sound will Mr. R make with "E," "I," or "U?" (er) From what word does "er" come? (her) Why will the three vowels make the same sound with Mr. R? (He is too tired.)*

Display Story Picture 15. Call on children to read the words that each of the vowels in the picture makes with Mr. R.

\*\*\*\*

Place pictures of Miss E, I and U on the chalkboard with a large letter *R* drawn next to each one. Draw a huge divided "catching clue box" around each.

*In what way are these three "catching clue boxes" the same? (Mr. R stands after each of the vowels in a divided "catching clue box.") What sound do they make? (All three make the same sound, er.)*

CHATTERBOOK PAGE 93: *Let's decode words that have the "er" sound. Look at the page. Why do you think the page is divided into three parts? (It has words with ER, IR, UR.) Let's start with the first part. Which letters make the "er" sound in the first part? (E and R) Look at all the*

*"catching clue boxes." What do you see? (They are divided.) What does this tell you? (There will be two letters in the box.) Why will there be two letters in the "catching clue box?" (E will make a special sound with R.)*

Demonstrate, decoding the word *term* on the board, as children decode in their *Chatterbooks*. A child may divide the "catching clue box" on the board so that two letters may be written in it. *Which is the first letter? (E) Which letter is after "E?" (R) What sound do they make together? (er) Put "E" and "R" in the "catching clue box." Put "E" in the first part. Put "R" in the second part.*

*Which letter starts the word? (T) Put "T" in the "starting clue box." Which letter ends the word? (M) Put "M" in the "ending clue box." Can we mark the word? (no) Why not? (The vowel sound is neither short nor long, E and R make a special sound.) Read the word. Remember not to break the sounds. Say the whole word together.*

Proceed as above for the remaining part of the page, and adapt procedure for the *IR* and *UR* words.

\*\*\*\*

CHATTERBOOK PAGE 94: After discussing the illustrations, the children may read the sentences to themselves. Then some children may read the sentences aloud. Encourage suggestions for other sentences that would go with the illustrations.

\*\*\*\*

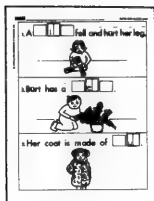
WRITTEN PRACTICE: *The words for today will all have the "er" sound. Tell the class that they will be told which vowel makes the er sound with R. What should you do to the "catching clue box?" (Draw a line to divide it in half.)*

*The first word is "fern." "E" makes the "er" sound with "R." Which letters shall we put in the "catching clue box?" (E and R) Which goes in the first part? (E) Which goes in the second part? (R) Put "E" and "R" in the "catching clue box."*

Repeat the word *fern*. *Who starts the word? (F) Put "F" in the "starting clue box." Repeat the word fern. Who ends the word? (N) Put "N" in the "ending clue box." Can we mark the word? (no) Why not? (The vowel is neither long nor short.) Read the word.*

*Now write the word without "clue boxes." A child may write the word on the board. Now spell the word aloud while looking at it. Then spell it with eyes closed. Proceed as above for any of the words on page 93 of the Chatterbook. As always, the children should be told when a special "starting" or "ending clue box" is needed.*

\*\*\*\*



Distribute Alpha One Master #129. Children should complete the sentences above the pictures.

1. A girl fell and hurt her leg.
2. Burt has a fern.
3. Her coat is made of fur.

## BOOKS

When this lesson is completed the children are ready to read *What Will Miss I Do?* and *Rat-A-Tat-Tat* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

**HOMEWORK OR FOLLOW-UP:** Draw cartoons for the "ER," "IR," "UR" stories and write captions for them. Collect words from printed material having "ER," "IR," "UR," but no other vowel. Paste them in notebooks and decode.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### DRAMATIC PLAY

#### 1. *Pantomime*

Choose children to pantomime different characters from the *ER*, *IR*, *UR* stories. Other children must guess which part of the story is being acted out.

### DANCE

#### 2. *Taking Turns*

Children may make up a dance to go with the recorded "Taking Turns" music (record #2, side B, band 3)

### COMPREHENSION

#### 3. *Make a Girl*

**TEACHER PREPARATION:** Write the following directions to the children on the chalkboard or on chart paper:

- First, make a chin and neck.
- Then make the arms and make them curve.
- Third, add legs and feet.
- Then make her a green skirt and a blue shirt.
- Make curls of hair.
- Is that all the girl needs?

Using drawing paper, children may read and follow the directions to draw a girl.

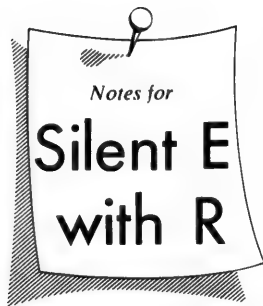
### VOCABULARY

#### 4. *Fill the Blanks*

**TEACHER PREPARATION:** Write the following sentences on the chalkboard or on chart paper:

- To mix is to . . .
- A . . . is a sort of plant.
- To spin and turn is to . . .
- Hot sun can make us . . .

The answers *twirl*, *stir*, *burn*, *fern*, should be written below the sentences. Children may copy sentences inserting the correct answer in each blank.



## OBJECTIVES

### General

- Making the following generalizations: When there is a silent final *E* in an *OR* word, the *or* sound remains unchanged. When there is a final *E* in an *ER*, *IR*, *UR* word, the first vowel is usually long. When there is a final silent *E* in an *AR* word, a special "compromise" sound is made in which both the *A* and *R* sounds are heard.
- Reading and spelling words that end with silent *E* and have *R* preceded by a vowel.
- Testing and evaluating skills related to *R* control of vowels.

### Specific

- Learn about a compromise made between Miss *E* and Mr. *R*.
- Decode *AR*, *ER*, *IR*, *OR*, *UR* words that end with silent *E*.
- Make sure of *R* and the vowels.

NOTE: Although some dictionaries indicate a long *O* and/or long *A* sound in words that end with silent *E* (e.g., *bore*, *care*) their pronunciation in this program is guided by the sounds in common usage, thus affording children a feeling of success in word recognition.

If children are still having difficulty with *R* control of the vowels, this lesson may be postponed.

## MATERIALS

Pictures of *H*, *E*, *R*, *alphaboards*, Alpha One Masters #130 and #131

## MOTIVATION

Place pictures of *E* and *H* next to one another.

## DEVELOPMENT

*Miss E has a problem. She decided to tell Mr. H about it. She talked about the new sounds Mr. R is making with the vowels. She is afraid that now her good deed will be spoiled.*

*Who remembers how Miss E helped the vowels say their long sounds? (She is silent at the end of a word and gives up her sound so that the first vowel may say her long sound.) Miss E said that when Mr. R stands after one of the girls, they say a special sound, and now she thinks that she will have to stand silently at the end of a word and give up her sound for nothing.*

Read the following lines to the children:

When *R* makes special sounds with *A*, *E*, *I*, *O*, *U*  
*Silent E* wants to know what to do.  
"When I'm silent at the end," said Miss *E*,  
"Mr. *R* and the vowels should still notice me."

Discuss the conflict that exists. *If silent "E" is at the end of a word, the first vowel's sound is usually long. Since Mr. R and the vowels say a special sound, what happens to the vowel when there is a silent "E" at the end?*

Elicit possible solutions. Encourage ideas that suggest a compromise or a bargain. Discuss the meaning of *compromise*. The children should understand that a compromise is a bargain between two or more disputing parties, in which each gives up something in favor of the other in order to come to an agreement. Children may give instances in which they were party to a compromise.

Read the following to the children:

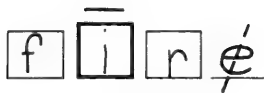
Mr. H blew his whistle and called the others  
To help their sisters and their brothers.  
What a fortunate surprise!  
They all thought of a compromise.

First, Miss E may not change the sound of *OR*  
Though she's at the end of words like *more* and *store*.  
But when *E* ends an *ER*, *IR* or *UR* word,  
Then the first vowel's long sound may be heard.  
Thus Miss E can be quite sure  
The vowels are long in *here*, *fire* and *pure*.

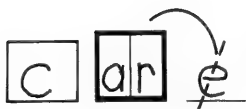
Now when silent *E* ends an *AR* word,  
A different sound will then be heard.  
A brand new sound for both is fair,  
As in the words *care*, *stare* and *bare*.

What decision was made for silent "E" at the end of "OR" words? (The sound remains unchanged.) Demonstrate by decoding the word *snore*.

What was the solution for silent "E" at the end of "ER," "IR," "UR" words? (The vowels don't make their special *er* sounds; the vowels are long.)



Write the word *fire* on the board. If the vowel is long in this word and does not make a special sound with "R," what goes in the "catching clue box?" (Only the vowel; R does not share the vowel sound.) A child may draw "clue boxes" and decode the word *fire*. Who is in the "catching clue box?" (I) Who is in the "starting clue box?" (F) Who is in the "ending clue box?" (R) The sound for "R" is the last sound heard. Where does "E" go? (outside the ending box) Mark the word. What goes over the "catching clue box?" (long sign) What goes over the "E?" (silent sign) Children may demonstrate by decoding and marking the words *tire* and *cure* on the chalkboard.

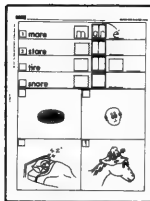


Write the word *care* on the board. What compromise was decided for silent "E" at the end of "AR" words? (A special sound for the two is made when silent *E* ends the word.) Explain that *E* should stand outside the "catching clue box" instead of outside the "ending clue box," as no "ending clue box" is used. What letter goes in the "starting clue box?" (C) What letters go in the "catching clue box?" (A and R) Because silent "E" changes the vowel sound, put a connecting bow over the "AR" and "E"; also draw a silent sign over the "E".

\*\*\*\*

Review with the children: Which sound stays unchanged even though silent "E" is at the end? (or) Which vowel sounds become long before "R" because of silent "E?" (E, I, U) Which sound is a compromise sound? (AR with silent E)

\*\*\*\*



Distribute Alpha One Master #130. Have the children decode the words and put the number of each word on the corresponding picture. The first word has been completed to serve as an example.

WRITTEN PRACTICE: Dictate the words below. Tell the children that all the words dictated, including the OR words, have a silent E at the end. Words: bore, more, store, here, fire, hire, pure, cure, care, stare, rare.

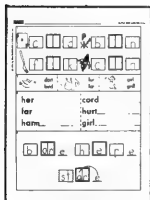
\*\*\*\*

## TEST

Distribute copies of Alpha One Master #131. (Be sure children can identify all illustrations.) Instructions for each exercise are as follows:

1. Fill the "catching clue box" to make the word that names the picture.
2. Draw a line under the words that describe the pictures.
3. Draw "clue boxes" next to each word and decode the word.
4. Mark the decoded words.

\*\*\*\*



## BOOKS

When this lesson is completed the children are ready to read *Miss A Will Serve a Meal* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

HOMEWORK OR FOLLOW-UP: Write three sentences using words that have been decoded.



## OBJECTIVES

### General

- Introduction of the suffix *ing*.
- Building words by adding *ing* to one-syllable short-vowel words.

### Specific

- Hear about *ing*.
- Put *ing* at the end of short vowel words.

## MATERIALS

Colored chalk, *Chatterbooks*, Alpha One Master #132, materials for small group activities (see end of lesson)

## MOTIVATION

Write *ing*, *ing*, *ing* all over the board, using chalk of different colors.

## DEVELOPMENT

*It was decided that endings had to be put on words. For instance, in the word "run," sometimes instead of saying "run," we want to say "running." You can not say, "I am run." You have to say, "I am running." It seemed easy enough to add "ing" to the ends of words.*

Point to the *ing*'s on the board, and let the children repeat *ing* after you. "*Ing*" is often heard at the end of a word. What are some words like "*run*" that may have "*ing*" on the end? (e.g., *putting*, *hopping*)

*Trouble started when the vowels decided that their short sounds would get lost if "ing" ended their words. They wanted not one consonant, but two to cooperate if "ing" was added to the word. No one understood why so much cooperation was needed before "ing." Some decision had to be made about adding "ing" at the end of a word.*

Write the following words on the board: *sit*, *swim*, *bat*, *sun*, *cut*, *hit*, *nap*. Children may take turns reading the word, and then repeating it, adding *ing* to the end. *How shall we write the words with "ing?" We cannot just put "ing" at the end. The vowels insist that there is not enough cooperation.* Read the following to the children:

The vowels wanted to be sure of one thing:  
When their word was followed by *ing*  
They didn't want their short sounds to get lost.  
They didn't want that at any cost.  
Then they had a brilliant inspiration;  
They would ask for double cooperation.  
They said, "Letter People, it's easy to see  
We need double cooperation before *I, N, G.*"  
Two consonants will cooperate when *ing* is on a word  
That way the short vowel is sure to be heard.

Write the word *get* on the board. *How many consonants cooperate with the vowel in the word "get?" (one) How can we give Miss E more cooperation without changing the sound of the word?* Elicit and explore children's suggestions. If they suggest putting any consonant other than another *T* before the *ing*, demonstrate how the sound of the word would be changed. Lead to the conclusion that the only way the sound of the word will remain the same is by doubling the consonant that is cooperating with the vowel. A volunteer may write another *T* after *get* and then add *ing*. *Now the vowel has double cooperation before "ing." The short vowel is happy and the sound of the word remains the same.*

Continue reading to the children:

Now the word *get* has a short sound for *E*.  
And *E* gets cooperation from just one *T*.  
But since *ing* is the cause of trouble,  
Let *T* stand after *E* as a double.  
Then short *E* will not find it upsetting,  
With double cooperation to say the word *getting*.

Choose children to write the words that have previously been written on the chalkboard doubling the cooperating consonant and adding *ing*. Then they may read each word aloud, and make up two sentences—one for the word without the *ing*, and one for the word with the *ing*.

Stress the fact that the vowel needs double cooperation only because it is using a short sound.

Write the words *jump*, *hunt* and *stamp* on the board. Children may read the words aloud and mark the vowels. Point out that the words have short vowel sounds. Recall that the vowels insisted on double cooperation for short vowel sounds before *ing* could be added. Check each of the words on the board with the children. Point out that in each word the short vowel is followed by two consonants. Lead to the conclusion that the vowel already has double cooperation. Therefore, *ing* can be added at the end without a change.

Review with the children: *On what part of the word do we add "ing?" (end) What did the short vowels want before "ing" was added to their words? (double cooperation) What are some words in which we must give the vowel double cooperation? (e.g., sit, swim, bat) How do we give double cooperation? (Double the cooperating consonant.)*

*Sometimes the vowel already has double cooperation. If the vowel has double cooperation, what do we do when we add "ing?" (We don't change the spelling; we just add ing.)*

\*\*\*\*

CHATTERBOOK PAGE 95: *In each word on this page, the vowel is short and "ing" has been added to it. You must decide if the vowel needs double cooperation. Since the vowel says her short sound, she must get double cooperation before "ing." If there is only one consonant after the vowel, it must be doubled. If there are two consonants following the vowel, no extra cooperation is needed.*

Look at the first word. (dig) Does the vowel use its short sound? (yes) Does the vowel have double cooperation? (no) What must we do to give the vowel double cooperation before "ing?" (Double the G.) What kind of "clue box" do the double consonants need? (one-sound-ending) Write the whole word with the "ing" on the line next to the "clue boxes." Read the word with "ing." Use the word "dig" in a sentence. Use the word "digging" in a sentence.

Help the children decode the remaining words on the page, following the procedure above. In the last three words, the vowels are already followed by two consonants in a "squooosh box," so no alteration is necessary before adding *ing*.

begging	_____
camping	_____
planting	_____
hitting	_____
fanning	_____

\*\*\*\*

Distribute copies of Alpha One Master #132. Direct the children to read each word. On the line beside the word, they must write the word again without the *ing*.

\*\*\*\*

HOMEWORK OR FOLLOW-UP: Write a list of short-vowel, one-syllable words on the board. Ask the children to rewrite the words, adding *ing*.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### COMPREHENSION

#### 1. Adding Sets

TEACHER PREPARATION: Write the following number stories on oaktag and cover with clear adhesive sheet.

- Jim has a set of 5 pens.  
Ann has a set of 2 pens.  
Adding the 2 sets makes. . . pens.
- Bob has 1 painting.  
Jim has 1 painting.  
Adding the 2 sets makes. . . paintings.
- Gail has a set of nine pens.  
Jack has a set of 4 pens.  
Adding the sets makes. . . pens.
- Ann has a set of 2 pads.  
Liz has a set of 3 pads.  
Adding the sets makes. . . pads.

Encourage the children to read these number stories and draw the sets on separate paper.

### SPELLING

#### 2. Team Dictation

Children work in pairs. One child reads the words while his partner writes the words on his *alphaboard* and adds *ing*. The following words may be used: *jog, pat, stomp, step, hint, tug, lend, sift, slip, rent*.

### PHONICS

#### 3. "ING" Hunt

Children cut from newspapers or magazines, words which end in *ing* and make a collection.



## OBJECTIVES

### General

- Adding the suffix *ing* to one-syllable, long-vowel words.
- Testing and evaluating use of the *ing* ending.

### Specific

- Find out why Miss E, when standing at the end of a word, goes away before *ing* comes to stay.
- Read long-vowel words that end with *ing*.
- Make sure of *ing*.

## MATERIALS

Puppet with the letter *E* on it, *Chatterbooks*, Alpha One Masters #133 and #134, materials for small group activities (see end of lesson)

## MOTIVATION

Manipulate the puppet to talk for Miss E, who is saying: "*I am Miss E. I gladly stand at the end of another vowel's word. I gladly give up my sound so that the first vowel can say her long sound. But now, I am upset. If I give up my sound for the first vowel, I want to be at the end of the word as agreed. I want to be the end letter in the word. That 'ing' group is causing a lot of trouble. 'Ing' wants to end the word. But I will not let 'ing' come after me when I am silent 'E'. I've made up my mind; 'ing' cannot stand after me when I'm silent 'E'.*"

## DEVELOPMENT

Write the word *bake* on the board. A child may decode the word. Mark the word. Note that the *A* is long and the *E* is silent. *How shall we write the word "baking"?* Read the following to the children:

Some words need silent *E* at the end,  
When their vowel sound is long.  
But if *ing* hangs on at the end of the word,  
Silent *E* can't be at the end where she belongs.

I think we must all realize  
That we should make a compromise:

Silent *E* said she'd agree to one thing  
When her place at the end is taken by *ing*.  
If the first vowel may keep her long sound  
Even though silent *E* is no longer around,  
Silent *E* will go away  
So that the *ing* group can come to stay.  
In that way the vowel sound can still be long  
And she'll need no cooperation because she is long.  
Let's review so there's no mistake:

If *ing* wants to hang on a word such as *bake*  
Silent Miss *E* will go away  
So that *I-N-G* can come to stay.  
But the first vowel's sound still remains long  
Though silent *E* is not where she belongs.  
These are the steps we will be taking:

When the word *bake* becomes the word *baking*.

Demonstrate on the chalkboard that if *E* is taken out of the word *bake*, then it looks as if the *A* is short (*bak*). What problem does Miss *E* have with the “ing” group? (Silent *E* wants to be at the end of the word.) What compromise is Miss *E* willing to make? (Miss *E* is willing to go away and let *ing* stay, providing the first vowel still says her long sound.) Does a long vowel need double cooperation before “ing?” (no)

Let's look at the word “bake” once more. Who goes in the “catching clue box?” (A) What sound does “A” make? (a) Why? (Silent *E* is at the end.)

Now we want to write the word “baking.” Can “ing” stand after silent “E?” (no) What did Miss *E* promise to do? (Go away so *ing* can stay.) What was the most important part of the compromise? (The first vowel must be allowed to keep her long sound.) Let's mark the vowel, so we may be sure to remember what sound it makes. A child may put a long sign over the *A*. What must silent “E” at the end of the word do? (go away) Who would like to make “E” go away? (A child may erase the final *E*.) Now who can come to stay? (*ing*) A child may write *ing* after *bak* and then read the word. Proceed as above with *smile*, *save*, *paste*.

\*\*\*\*

Write the following words on the board and underline the *ing*: *cutting*, *hiding*, *blaming*.

“Ing” ends all these words. How do we know if Miss *E* was at the end before “ing” came to stay? Allow some time for the children to try to solve this “puzzle.” Lead to a generalization as follows: Look at the first word. (*cutting*) How much cooperation does the vowel have? (double cooperation) If the vowel has double cooperation, what sound is it using? (short) How do you know? (The short vowels insisted on double cooperation before *ing*.) A child may mark the vowel and call on someone to read the word.

Look at the next word. (*hiding*) Does the vowel have double cooperation before “ing?” (no) If the vowel does not have double cooperation, then we know it is not using its short sound. Why is this vowel allowed to use its long sound? (Miss *E* was at the end. She made a compromise with *ing*. Silent Miss *E* would go away so *ing* could stay, only if the vowel could keep her long sound.) A child may mark the vowel and call on another child to read the word.

Decode the word *blaming* proceeding as above.

\*\*\*\*

A vowel is long if the word ends in silent “E.” What are some other ways in which a vowel may be long in a word? (when it is the only vowel, and there is no cooperation) Write the word *be* on the board. A child may decode and mark the long *E*. Remind the children that the long vowel needs no cooperation before *ing*. Read the following to the children:

Now let's look at the long-vowel word *be*;

It need not be changed before *I*, *N*, *G*.

I hope that we are all agreeing

Adding *ing* to *be* changes *be* to *being*.

What should we do if we want to change "be" to "being?" (We just add *ing*.) A child may add *ing* to *be*. Repeat this procedure in changing *go* to *going*.

What is another way the vowel sound is long in a word? (when two vowels stand next to each other) Write the word *seat* on the board. A child may decode and mark the long *E*. Read the following to the children:

Two vowels together make a long vowel sound, too;

So *ing* can be added with no extra to-do.

Thus *seating* is *seat* with *I, N* and *G*

Because the word has a long sound made by *Miss E*.

What must we add to make the word "seating?" (only *ing*) Why? (The long vowel needs no added cooperation.) A child may write the word *seating* on the chalkboard and make up a sentence for it.

\*\*\*\*

CHATTERBOOK PAGE 96: All the words have a long vowel sound. Decode each word. Then write the word with "ing" at the end of it. Remind the children that if the word ends in silent *E*, the silent *E* must be dropped before adding *ing*.

\*\*\*\*

Distribute copies of Alpha One Master #133. Direct the children to fill in the map by following the directions written at the bottom of the page.

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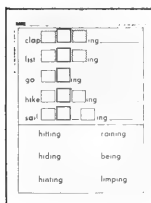
NOTE: Other suffixes such as *ous*, *tion*, *ed* may be introduced at this time if children are ready for them.

## TEST

Let's make sure of "ing."

Use Alpha One Master #134. Instructions for each part are as follows:

1. Decode the words, then add *ing* to them. If necessary, change the word so that *ing* may be added. Write the whole word on the line next to the "clue boxes."
2. Mark the first vowel in each of the words listed.

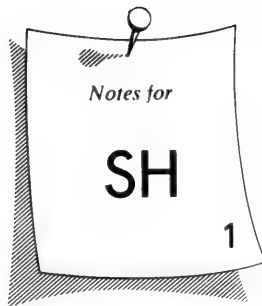


## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. Just Add "Ing"

Write the following words on the chalkboard: *rake*, *slide*, *toast*, *eat*, *name*, *clean*, *wave*, *keep*, *stride*, *lean*.

Encourage children to write words adding *ing*.



## OBJECTIVES

- Making the generalization that *H* can't be part of a blend.
- Associating the *SH* sound with *sh! sh! sh!*
- Auditory recognition of the initial *SH* sound in words.
- Visual recognition of the initial *SH* sound in words.
- Reading sentences for meaning.

### Specific

- Listen to "Mr. H Will Not Squoosh."
- Learn that *H* makes a special sound when he follows *S*.
- See, hear and say words that begin with *sh*.
- Read about *S* and *H*.

## MATERIALS

Picture of Mr. H, *Chatterbooks*, crayons, Alpha One Master #135, materials for small group activities (see end of lesson)

## MOTIVATION

Draw a large "squooosh box" on the board. Place the picture of Mr. H outside the box and write, "H will not go in."

## DEVELOPMENT

Ask a child to read the sentence. Encourage the children to discuss what the sentence could possibly mean. (*H* refuses to go into a "squooosh box.")

Read the story, "Mr. H Will Not Squoosh."

### MR. H WILL NOT SQUOOSH

Squooosh, squooosh. Every consonant learned to squooosh. Squooosh sounds were being used all the time. Everyone else squoooshed, but Mr. H would not squooosh. Mr. H was afraid of haircuts and now he was afraid of "squooosh boxes." All the boys stepped into the "squooosh box" to show Mr. H that there was nothing to be afraid of.

(Write some words that have beginning or ending letter combinations as children volunteer words which have squoooshed letters; e.g., *stop*, *crab*, *hunt*, *fist*.)

All the other letters went in, but Mr. H would not squooosh. That meant trouble. Words had been planned in which Mr. H was supposed to be part of a squooosh, but Mr. H wouldn't squooosh. All the Letter People put their heads together. What could they do?

(Let children suggest solutions for Mr. H.)

Then Mr. H thought of an answer. He said that whenever he was supposed to be part of a squooosh, he would make a special sound instead of a squooosh sound. He promised that he would think of a special sound for *H* and the boy who was his squoooshing partner and that it would be a sound they would easily remember. The first word was *shop*.

(Write the word *shop* on the board and draw three "clue boxes." A child may put *O* in the "catching clue box." Another child may put *P* in the "ending clue box." *What shall we do about the "starting box?" Can we put "S" and "H" in a "starting squoosh box?"* (No, *H* will not squoosh.) *Mr. H is afraid of haircuts. He is afraid of "squoosh boxes."*)

Continue reading the story:

Mr. S was the boy with whom Mr. H was supposed to squoosh in the word *shop*. Everyone was excitedly calling out suggestions for a sound, but only Mr. H could decide on a special sound. Mr. H wouldn't talk because he said there was too much noise. He put his fingers on his lips and said, "*Sh, sh, sh,*" until every Letter Person was quiet. Mr. H said, "*Sh, sh, sh.*" The Letter People waited quietly, but all Mr. H said was, "*Sh, sh, sh.*"

Mr. S said, "Mr. H, we are all very quiet. Why do you keep saying, '*Sh, sh, sh*'?"

*Can you think of a reason why Mr. H kept saying, "Sh, sh, sh?"* Let children speculate.

Mr. H giggled and said, "*Sh*" will be the sound for *S* and *H* together."

Point to the partially decoded word *shop* on the board. *What shall we do with "S" and "H?" Can they go in "a squoosh box?"* (no) *Do they squoosh?* (no) *What do they say?* (the special sound, *sh*) Lead to the decision that *S* and *H* can stand together in a plain "starting clue box," because they are not really making a "squoosh" sound. They are making one special sound together.

Review with the children: *What is Mr. H afraid of?* ("squoosh boxes") *How does he solve his problem?* (He'll make a special sound instead of a "squoosh.") *What sound does he make with "S?"* (*sh*) *What do we hear in a "squoosh box?"* (the sounds of two or more letters) *How many sounds do you hear with "S" and "H?"* (one sound) *Is "sh" a "squoosh" sound?* (no) *What kind of sound is "sh?"* (a special sound made by *S* and *H*) *What kind of box will "S" and "H" stand in?* (a regular "clue box")

\*\*\*\*

Before reading the poem "Shaggy Sheep" to the class, briefly discuss the shearing process and the fact that yarn for sweaters and woolen cloth is made of sheep's wool. Reassure the children that shearing does not hurt the sheep. Point out the similarity between shearing and getting a haircut.

#### SHAGGY SHEEP

A shaggy sheep in a shady spot  
Shivered though the sun shone hot.  
Her shoulders shook for she was hearing  
The shepherd's sharp shears ready for shearing.  
She shivered and shook in such a way  
That the shepherd put his shears away.  
Said the sheep, "I'm not a shapely lamb;  
A shaggy sheep is what I am!"

Discuss the poem. Encourage children to repeat the lines with you. Then they may put their fingers on their mouths and say *sh* every time a word begins with *SH* as the poem is reread.

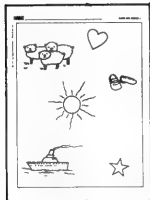
CHATTERBOOK PAGE 97: Have children underline all words that begin with *SH*. Be sure that words beginning with *S* alone are not underlined. Children may then draw a picture of the Shaggy Sheep.

Discuss the illustration on the lower part of the page. The children should read the sentences, first to themselves and then aloud. *Who do you think is saying those words?* (Mr. H)

\*\*\*\*

Distribute copies of Alpha One Master #135. Direct the children to circle all the pictures which begin with the *sh* sound. Be sure that the children can identify all the pictures.

\*\*\*\*



#### AUDITORY PRACTICE

#### DRAMA

#### ART

### INDIVIDUAL AND SMALL GROUP ACTIVITIES

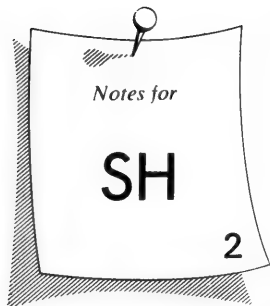
1. Make a "squooosh box" and a regular "clue box" out of two cartons that are large enough to step into. Children may take turns being Mr. S and Mr. H. Mr. S must try to convince Mr. H to squooosh with him; and Mr. H insists on standing in the regular "clue box."

#### 2. *Mr. H Will Not Squooosh*

Encourage the children to re-enact the story "Mr. H Will Not Squooosh" using the puppets, *Chitter* and *Chatter*.

#### 3. *Shaggy Sheep*

The children may cut sheep out of oaktag and glue pieces of cotton or wool yarn scraps to the oaktag forms to make shaggy sheep.



## OBJECTIVES

### General

- Reviewing the *sh* sound.
- Decoding words with *SH* in initial or final position.
- Spelling, from dictation, words with *SH*.

### Specific

- Decode words that start and end with *SH*.
- Spell words starting or ending with *SH*.

## MATERIALS

Story Picture 16 (frames 2, 3, 4 should be concealed), *Chatterbooks*, *alphabards*, Alpha One Master #136, materials for small group activities (see end of lesson)

## MOTIVATION

Display Story Picture 16, frame 1. Children may refer to the illustration as they retell the story "Mr. H Will Not Squoosh."

## DEVELOPMENT

Review the story by asking the following questions: *Why won't Mr. H squoosh? (H will not squoosh; he's afraid.) In what kind of "clue box" do "S" and "H" stand together? (S and H stand in a regular "starting clue box" because they make one sound.)*

CHATTERBOOK PAGE 98 (top): Decode words 1-5. Point out the characteristic drawn over *SH* (finger over lips indicating *sh*). *How does this characteristic remind us of the "sh" sound? (Mr. H held his finger over his lips when he said, "Sh, sh, sh.") The first word (ship) is decoded. Demonstrate on the board, as children follow in their Chatterbooks. The children should mark the vowel in each word with long or short diacritical marks before sounding them out.*

CHATTERBOOK PAGE 98 (bottom): *Where were "S" and "H" in words 1-5? (at the beginning) Where are "S" and "H" in the words on the bottom part of the page? (at the end) What kind of box do "S" and "H" go into? (Regular "clue box;" they make only one sound.) "S" and "H" still make the same sound. H will not go into a "starting squoosh box" nor into an "ending squoosh box." Decode the words. When all words are marked, children may take turns making up sentences for them.*

\*\*\*\*

WRITTEN PRACTICE: Distribute *alphabards* and direct the children to draw "clue boxes." Demonstrate at the board as children work on their *alphabards*. Say the word *shed*. *Who goes in the "catching clue box?" (E) What sound does "E" make? (ē) Put "E" in the "catching clue box." Listen to the word again. Repeat shed, emphasizing the SH. Who starts the word? (S and H) How do you know? (They have the sh sound.) Where will we put them? (regular "starting clue box") Why? (Mr. H will not squoosh.) Put "SH" in the "starting clue box." Listen to the*

word again. What letter ends the word? (D) Put "D" in the "ending clue box." Mark the word (short E, cooperation over D) Read the word. Write the word without the "clue boxes." Spell the word aloud. Write it again and spell as you write. Now close your eyes and spell it. Proceed as above, using any of the words from Chatterbook page 98. Remind children of any special "clue boxes" they may need.

\*\*\*\*

A snap will close the bag. Shirts are on sale at the store. I will take a trip on a boat. I hope to get a dog for a pet. <input type="checkbox"/> wish <input type="checkbox"/> ship <input type="checkbox"/> shop <input type="checkbox"/> shut
--

Distribute copies of Alpha One Master #136. Explain to children that synonyms are words that mean the same thing. Have the children read each sentence. Then let them look at the words on the bottom of the page and find a synonym for the underlined word in each sentence.

The children may then write the sentence number next to the corresponding word.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. Just for Fun

Write the following words on the chalkboard: *shake, shot, splash, crash, sharp, shine, flash, rush*. Direct the children to write these words in a way that tells what they mean. As an example, demonstrate writing *short* in letters that are short, and *rush* in letters that are written hurriedly.

### 2. Cartoons

Make a picture cartoon of "Mr. H Will Not Squoosh" and write original captions.

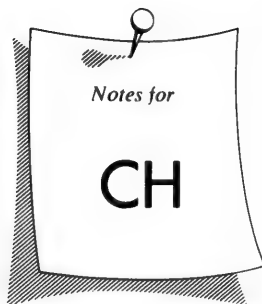
### 3. "SH" Words

Find words ending with *SH* in magazines and try to decode them. Copy lists of *SH* words in notebooks. Use the words in sentences.

## INTERPRETATIONS

## COMPREHENSION

## VISUAL REINFORCEMENT



## OBJECTIVES

### General

- Association of the *CH* sound with *chew*.
- Auditory recognition of the *CH* sound in words.
- Visual recognition of *CH* in words.
- Reading sentences for meaning.
- Decoding words with *CH*.
- Spelling words with *CH*.

### Specific

- Find out how Mr. H decides on a sound for *C* and *H*.
- Chew every time a word starts with *CH*.
- Read about *C* and *H*.
- Break the code of words with *CH*.
- Spell words with *CH*.

## MATERIALS

Pictures of Mr. C and Mr. H, *Chitter* and *Chatter* and stage, (A small piece of paper with the letter *C* is pinned on one puppet; another with the letter *H* is pinned on the other one.) Story Picture 16, frame 2, *Chatterbooks*, *alphaboards*, Alpha One Master #137, materials for small group activities (see end of lesson)

## MOTIVATION

Stage is set up.

## DEVELOPMENT

Here is suggested dialogue for use with both puppets:

Mr. H: Mr. C, you are always chewing on something. Chomp, chomp, chomp, all day long! What are you chewing?

Mr. C: I am a chew chooser. I choose all kinds of foods to chew. I want to see if there is anything that tastes as good as my cotton candy. Today I chose to chew on chocolate, cheese, and cherries; and then I chose to chew on chestnuts. Guess what? My cotton candy still tastes best. I am a very choosy chewer.

Mr. H: Must you make so much noise when you chew? Chomp, chomp, chomp. You sound like a chipmunk.

Mr. C: I'll chew whenever I choose. Chomp, chomp!

Display frame 2 of Story Picture 16. Children may refer to the illustration as they take turns retelling the story they have just heard. They may invent their own dialogue, but the "chewing" idea should be emphasized.

Write the word *chomp* on the board and draw the appropriate "clue boxes." Children may fill the "catching clue box" and the "ending squoosh box." The child who fills the "starting clue box" has a problem. Mr. H is supposed to be part of a "squoosh." What's the problem? (Mr. H won't squoosh) *What happened when "H" was supposed to squoosh with "S"?* (*H* made up a new sound for *SH*.) *What will Mr. H*

have to find now? (a sound for C and H) Can we help Mr. H? Can you think of a good sound he can make with "C?" What is "C" always doing? (He chews. He is a chew chooser.) Lead children to suggest that the sound for C and H could come from *chew chooser*.

Read the following poem to the class:

CHW CHOOER

When C has nothing else to do,  
He always chooses things to chew.  
He chews on cherries and chocolate candy;  
He chews on cheeses that are handy.  
Mr. H, that charming chap,  
Gave Mr. C a cheerful tap.  
Said H to C, "You choose to chew.  
I know what sound I'll make with you."  
He stood next to C but didn't push,  
And so they *ch* instead of squoosh.

Encourage children to participate as you read the lines again. Reread and let children chew whenever they hear the *ch* sound in a word.

CHATTERBOOK PAGE 99 (top): Have children underline all words that begin with *CH*. Be sure words that begin with *C* alone are not underlined. When all *CH* words have been underlined, the children may draw a picture of how they think Mr. C looks as the chew chooser.

Discuss the illustration on the lower part of the page. Let the children read the sentences, first to themselves, and then to the class.

CHATTERBOOK PAGE 100 (top): Help children decode the first five words. Point out the characteristic over the *CH* (a cherry). Work along with children until they are able to work independently. Check to see that the vowels are marked and that silent letters are placed outside the "clue boxes." Each word should be used in a sentence.

\*\*\*\*

CHATTERBOOK PAGE 100 (bottom): Sometimes "C" and "H" are in an "ending clue box." May "C" and "H" be an "ending squoosh box?" (no) Why not? (Mr. H will not squoosh.) "H" makes one sound with "C." "C" and "H" stand in a regular "ending clue box."

Write the word *peach* on the board and draw the appropriate "clue boxes." Children may decode the word on the board. As children decode in the *Chatterbook*, walk around the room, making sure *C* and *H* go together in the "ending clue box."

\*\*\*\*

WRITTEN PRACTICE: Distribute *alphaboard*s. Tell children that you will dictate words which they will write. All words will have the "ch" sound. Draw three "clue boxes." The first word is "chin." Who goes in the "catching clue box?" (I) Put "I" in the "catching clue box." Listen to the word again, "chin." What sound starts the word? (ch) Who makes the "ch" sound with Mr. H? Who is the chew chooser? (C) Where will we put "C" and "H?" (in a regular "starting clue box") Why? (H won't squoosh.) Put "C" and "H" in a regular "starting clue box." Listen to

the word again. Which letter ends the word? (N) Put "N" in the "ending clue box." What sign do we put over the vowel? (short) Why? (There is cooperation). Read the word. Write the word without the "clue boxes." Write it again and spell it aloud. A volunteer may write *chin* on the board and make up a sentence using it. Proceed as above for any of the words that have been decoded on page 100 of the *Chatterbook*.

\*\*\*\*

Distribute copies of Alpha One Master #137. Direct the children to look at the words at the top of the page and to read each sentence. They then choose one of the words to complete the sentence. They may write the word in the blank space.

\*\*\*\*

**HOMEWORK OR FOLLOW-UP:** Copy one of the following sentences into notebooks, mark the words and illustrate one of the sentences:

1. See the chick peck.
2. He chose cheese to eat.
3. Chet is in the chess game.

Find words starting with "CH" in magazines and paste in notebooks.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### DRAMATIC PLAY

#### 1. Puppetry

Dramatize the story of *C* and *H*.

#### 2. Pantomime

**TEACHER PREPARATION:** On the chalkboard write the following sentences:

1. Let us see you charm a snake.
2. Let us see you paint a bench.
3. Let us see you chomp on a peach.
4. Let us see you chug like a train.
5. Let us see you chop a tree.
6. Let us see you cheer for a champ.
7. Let us see you make a long, long chain.

Children may work in groups, taking turns pantomiming any of the sentences, while the others guess which sentence it is. The child who guesses correctly may have the next turn.

### ART

#### 3. Cartoons

Encourage the children to illustrate the story of *CH* and write original captions for their pictures.

screach chirp chug crunch munch	
1. See the chick peck.	
2. He chose cheese to eat.	
3. Chet is in the chess game.	
4. Let us see you charm a snake.	
5. Let us see you paint a bench.	
6. Let us see you chomp on a peach.	
7. Let us see you chug like a train.	
8. Let us see you chop a tree.	
9. Let us see you cheer for a champ.	
10. Let us see you make a long, long chain.	

## OBJECTIVES

### General

- Introduction of the two *TH* sounds.
- Auditory recognition of the *TH* sounds in words.
- Visual discrimination and recognition of *TH* in words.
- Decoding words with *TH* in the initial or final position.
- Spelling, from dictation, words with *TH* in the initial or final position.

### Specific

- Hear how Mr. H decides on sounds for *TH*.
- Listen for words that begin with *TH*.
- Look for words that begin with *TH*.
- Break the code for words beginning or ending with *TH*.
- Read about *T* and *H*.
- Spell words beginning or ending with *TH*.

NOTE: The *TH* sound is often confused with initial and final *F* in words. It is important that the children hear the difference.

## MATERIALS

Pictures of Mr. T and Mr. H, Story Picture 16, a piece of string about 24" long, *alphaboards*, puppets and stage, *Chatterbooks*, crayons, drawing paper, Alpha One Master #138, materials for small group activities (see end of lesson)

## MOTIVATION

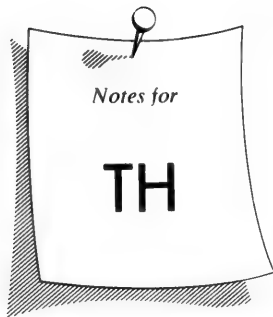
Place picture of Mr. T on the chalkboard. Suspend the string from T's hand, and tape it to the board so that he appears to be holding a long leash with nothing at its other end.

## DEVELOPMENT

*Look at what Mr. T has on a leash!* Take time for children's puzzlement and reactions to this statement to be expressed. (Some children may actually see something!) *Mr. T has brought "The Thing" to the Letter People's meeting. Not many people know what "The Thing" looks like. Can you guess why? How do you think "The Thing" looks?* Give children turns to draw their conception of "The Thing" at the end of the leash on the board. *How do you think Mr. H will feel about "The Thing" coming to the meeting?* Read "The Thing" to the class.

### THE THING

Mr. H was most upset  
On Thursday when the letters met.  
As he thanked them in a greeting,  
Mr. T arrived at the meeting.  
Leading a thingamajig on a string,  
Said Mr. T, "This is The Thing."  
This Thing was neither thick nor thin,  
Said Mr. H, "This can't come in."



When Mr. T heard that he couldn't bring "The Thing," he said, "Okay, Mr. H. If you make things hard for me, I'll get even with you. Now I insist that 'T' and 'H' squoosh." Mr. H was very much annoyed and said, "Now Mr. T! You know I won't squoosh." And Mr. T said, "Very well then. You will have to decide on a special sound for 'T' and 'H.' Decide right now or 'The Thing' stays." Mr. H didn't want "The Thing" so he thought and thought. At last, he decided on an answer. Since Mr. T loved "The Thing" so much, Mr. H decided that "T" and "H" would make two special sounds and they would come from "The" and "Thing." Let all children say *The Thing*. Give children a chance to repeat it several times, stressing the two different TH sounds.

Reread "The Thing." Every time a word begins with TH, children may make a face that they think looks like "The Thing's" face. Reread and encourage children to join in.

CHATTERBOOK PAGE 101 (top): Children may underline all words that begin with TH. In those words that they can read, let them decide whether the TH sound is that of *The* or *Thing*. When the words are underlined, children may draw pictures of their conception of "The Thing."

\*\*\*\*

CHATTERBOOK PAGE 101 (bottom): Discuss the illustration on the page. Then have the children read the sentences below it, first to themselves and then aloud. Encourage suggestions for other sentences that might describe the illustration.

Place pictures of Mr. T and Mr. H on the board, and draw a "clue box" around them. Draw a "leash" over the box. *What kind of "clue box" are "T" and "H" standing in? (regular) What is drawn over the box to remind us of the sound? (The Thing's leash.)* Display frame 3 of Story Picture 16 and encourage children to retell the story of *The Thing* while referring to the illustrations.

*What special sounds for "T" and "H" did Mr. H decide on? Name some words that have the "th" sound as in "the" (this, there, though). Name some words which have the "TH" sound as in "thing" (thanks, thin, think).*

CHATTERBOOK PAGE 102: Break the code. Point out the characteristic over TH (a leash). Write the word *this* on the board and draw the appropriate "clue boxes." Demonstrate the decoding procedure on the board as children decode in the *Chatterbook*. Words 1-3 have the initial TH sound as in *The*; words 4-6 have the initial TH sound as in *Thing*; word 7 has the final TH sound as in *The*; words 8 and 9 have the final TH sound as in *Thing*.

\*\*\*\*

WRITTEN PRACTICE: Distribute *alphabords*, and choosing words from *Chatterbook*, page 102, dictate words for spelling.

Distribute copies of Alpha One Master #138. Explain to children that the box at the top of the paper represents a map which the children will complete. Point out that the north, east, south and west sides of the map are labeled. Directions to the children are listed below the map.



## BOOKS

When this lesson is completed the children are ready to read *Sweet Dreams* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### STORYTELLING

#### 1. "The Thing"

Make up stories in which "The Thing" is the culprit; e.g., Mr. H poured milk for friends. He went to call them; and when he returned, the milk was on the floor. ("The Thing" had struck again!)

### DRAMATIC PLAY

#### 2. Puppetry

Using the puppets, *Chitter* and *Chatter*, encourage the children to dramatize the story of *TH*.

### FOLLOWING DIRECTIONS

#### 3. Draw the Missing Things

TEACHER PREPARATION: Draw a stick figure on drawing paper. Make one for each child who will participate. On chart paper or on the chalkboard write the following phrases:

2 green ears	2 thin legs
1 blue nose (the size of a pin)	2 big fat feet
1 long, thin neck	1 pink toe
2 fat hands	2 red arms
1 waist	thick black hair

Direct children to draw the missing things on the stick figure following the list you have written for them.

### MATHEMATICS

#### 4. Just Add Three

On chart paper write the following number stories:

1. If we have 3 bits of cloth and we add 3 more we have. . . .
2. If I have 4 thick buns and I add 3 more, I have. . . .
3. If he has 2 beets and he gets 3 more, he has. . . .
4. If she has 5 things and then she has 3 more, she will have. . . .

On a separate answer sheet, children may record answers to be checked.

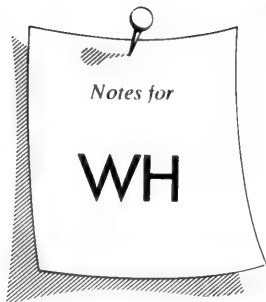
## OBJECTIVES

### General

- Association of the *WH* sound with *whistle*.
- Auditory recognition of the *WH* sound in the initial position in words.
- Visual recognition of *WH* in the initial position in words.
- Reading and spelling words that start with *WH*.
- Reading sentences for meaning.

### Specific

- Listen to the story of how *WH* got its sound.
- Whistle when words starting with the *wh* sound are heard.
- Underline words that begin with *WH*.
- Decode words that begin with *WH*.
- Read about *W* and *H*.



## MATERIALS

A whistle with a long string attached, *alphaboards*, puppets and stage, *Chatterbooks*, Story Picture 16, Alpha One Master #139, materials for small group activities (see end of lesson)

## MOTIVATION

Adhere a whistle with a long string attached to it to the board, so that it appears as if it were around someone's neck.

## DEVELOPMENT

*Which Letter Person always needs a whistle to get the Letter People meeting in order?* (Mr. H always has a whistle around his neck. He needs the whistle to try to keep the Letter People quiet.) *Here is a story about Mr. H and his whistle.* (If you have a whistle, put it around your neck and blow on it every time Mr. H hears a whistle in the story.)

### MR. H AND THE WHISTLE

One day, Mr. H was listening to the Letter People decide on some words they wanted to make. All of a sudden, he heard a loud whistle blowing in his ear. This was a very strange thing. Who could it be? Mr. H knew no one else had a whistle. Again he heard a whistle blow loud and clear, and right into his ear. He looked all around, but he couldn't see anyone with a whistle. He started to pull his hair again. "Maybe I am hearing things," he thought. But there it was again, a whistle blowing loud and clear right into his ear.

All the Letter People giggled and laughed. They knew where the whistle was. They knew who was blowing the whistle. But Mr. H didn't know. All Mr. H knew was that the whistle was being blown behind him. He said to himself, "I'll make believe I'm sleeping and then turn around very quickly and catch the person behind me." Mr. H closed his eyes, and again he heard the whistle blow. Quick as a wink, he turned around. As he turned, he felt the string of his own whistle pull at his neck. Someone had twisted his whistle around

to the back of his neck and was blowing on it. (Demonstrate what happened.) Mr. H couldn't see clearly who it was that was blowing his whistle, but he caught a glimpse of just one winking eye.

Who do you think was blowing on that whistle? It was Winking W. He is the one who fooled Mr. H and blew the whistle behind his back. The Letter People laughed, and Mr. H laughed too. Winking W kept on blowing Mr. H's whistle. Mr. H wasn't angry, but now every time he moved, Mr. W held on to the whistle and tried to blow it. Poor Mr. H was pulling his hair again. At last he said, "Mr. W, now you stop that!"

Mr. W looked at Mr. H and winked, and then he said, "I will stop whistling if you squoosh with me."

*Now everyone knows Mr. H will not squoosh. What will Mr. H have to do? (Mr. H will have to find a special sound for WH, because Mr. H is afraid to squoosh.) Can you think of a good sound for "W" and "H?" (Elicit suggestions from the children, leading to the suggestion that the sound should come from whistle.) Mr. H thought that since Mr. W was so anxious to whistle, the "WH" sound should come from "whistle." Make believe you are going to whistle. Keep your mouth just as if you were going to whistle, but instead of whistling, say the word "whistle." The first part is the "WH" sound. Demonstrate the WH sound.*

PUPPET THEATER: Let children re-enact the story of WH. Mr. H puppet may wear a whistle around his neck. Make sure the string is long enough to be pulled around easily.

\*\*\*\*\*

Read the poem "Whipper the Whale" to the children.

#### WHIPPER THE WHALE

When Whipper the Whale came whizzing by,  
He swam so fast that we wondered why.  
When he whizzed by, some of the boys  
Heard a whirring, whining noise.  
The noise to which the boys were referring  
Was wheels on the whale that were whining and whirring.

Reread the poem slowly and have children whistle when they hear words starting with the WH sound. Then encourage them to join in as you read again.

NOTE: Emphasize the WH sound so that it will not be confused with W.

CHATTERBOOK PAGE 103 (top): The children underline all words that begin with WH. When the words are underlined, they may draw a picture of Whipper the Whale.

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Display frame 4 of Story Picture 16. Discuss the illustration. Children should retell as much of the story as they can. The important association is that the wh sound comes from whistle.

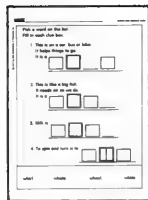
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CHATTERBOOK PAGE 104: Have the children decode the words starting with *WH*. Remind children that *WH* goes into a regular "starting clue box." Each word should be marked for cooperation, vowel sound, and silent letter.

Be sure the children notice the whistle over the *WH* which is there to remind them of the sound *W* and *H* make together.

WRITTEN PRACTICE: Using the words on page 104 of the *Chatterbook*, dictate one word at a time. Children draw their "clue boxes" and proceed as in previous dictation lessons. If the vowel is long, the class should be told why.

CHATTERBOOK PAGE 103 (bottom): Discuss the illustration on the page. Let the children read the sentences to themselves and then aloud.



\*\*\*\*

Distribute copies of Alpha One Master #139.

Let children work independently following the directions.

HOMEWORK OR FOLLOW-UP: *Illustrate the story of how the "wh" sound came to be. Find and paste in notebooks words starting with the "wh" sound.*

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. What, Where, Why

Play "What, Where, Why." One child tells what happened, then someone else tells where it happened, and the third person tells why it happened; e.g., *What? I fell. Where? At school. Why? I didn't see the chair.* Help the children if they have difficulty thinking of situations. Nonsense situations are fun.

### 2. Which Came First?

The following groups of sentences are written on the chalkboard:

- A. \_\_\_\_ I plant the seed in a pot.  
\_\_\_\_ I have a seed.  
\_\_\_\_ I see a green leaf poke up from the dirt.
- B. \_\_\_\_ I eat.  
\_\_\_\_ I wake up.  
\_\_\_\_ I leave for class.
- C. \_\_\_\_ Her dress is white and clean.  
\_\_\_\_ Jane soaks her dress in bleach.  
\_\_\_\_ Jane has dirt on her dress.
- D. \_\_\_\_ Chuck rode his bike.  
\_\_\_\_ A wheel came off his bike.  
\_\_\_\_ He will have to fix the wheel.

Direct a child to go to the board, read each of the sentences in a group, write *1* in front of the sentence which happened first, *2* in front of the sentence which happened second and *3* in front of the sentence which happened third.

## COMPREHENSION

## SEQUENCE

When he has completed all four sentence groups, he may show his work to you. Then the numbers may be erased and another child may have a turn.

*ART  
INTERPRETATION*

3. *Wham-Whizz*

Direct the children to write each of the following words on a piece of paper, making sure to leave a space between each word: *thump, wham, whir, whine, whizz*.

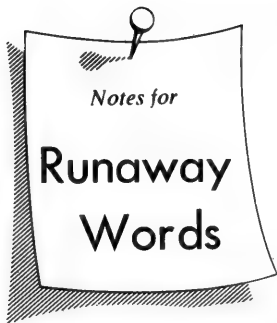
Beside each word, children may write a sentence or draw a picture which describes that word.

*RELATIONSHIPS*

4. *Where to Get It?*

TEACHER PREPARATION: On large chart paper, label three columns *Hardware Store, Farm* and *Boat Yard*. Write the following phrases on strips of paper: *a spoke for a wheel; a whiff of the sea breeze; white paint; wheat; a fishing boat; bait for a fishing pole; white eggs*.

Direct children to read each phrase and to decide where to get the object mentioned. They then place the phrase strip in the appropriate column.



## OBJECTIVES

### General

- Discussing "sight words" (words with irregular spelling and pronunciation) as "Runaway Words."
- Reading sentences for meaning.
- Analyzing and spelling some Runaway Words.

### Specific

- Listen to "Runaway Words"
- Read about Runaway Words.
- Make Runaway Word Boxes.
- Start a collection of Runaway Words.

## MATERIALS

*Chatterbooks*, box for each child, (Children should be asked to bring a shoe box or other similar box to school.) Alpha One Master #142, materials for small group activities (see end of lesson)

## MOTIVATION

Draw little footprints all over the board and tell the children that everyone is upset because some words have run away again. Talk about the Runaway Words the children know so far (e.g., *a*, *the*). Why is "*I*" no longer a Runaway Word? (The vowels have their long sounds.)

## DEVELOPMENT

Read "Runaway Words" to the children:

### RUNAWAY WORDS

*It's a very important thing for letters to become words. When letters make a word, they may be in books and magazines, and people use them when they speak.*

*Before letters become words, they must pass through a special machine called the Word Machine. This machine has to make sure that all the letters make their sounds right. The Word Machine has to listen very carefully to make sure that all the letters in the "clue boxes" say what they should. If every letter in the group makes the right sound, the word may pass through the Word Machine.*

*In the beginning, the Word Machine worked day and night turning out words with letters who made the right sounds. Then a few words became "Runaway Words." After that everything went well again, for a while.*

Draw a "starting clue box," a "catching clue box" and an "ending squoosh box" on the chalkboard as you read the next section. Demonstrate the decoding of *cold*. Repeat with *great*.

*Trouble started again one cold, cold night. A group of letters wanted to become a word. They were the letters "C-O-L-D." Now "C" was in the "starting clue box" and made his sound right, and "L" and "D" stood in an "ending squoosh box" and made their sounds right; but Miss O was supposed to use her short "ō" sound because there*

was cooperation. The word should have been "cōld," but those letters together kept sounding off and saying "cōld." Their "clue boxes" didn't sound off right, so the Word Machine refused to let them go through.

Soon another group of letters started to go through. They were the letters "G-R-E-A-T." Miss E should have been long, Miss A should have been silent, and the word should have been "grēat." But every time those letters sounded off, they said "grēāt." Again the Machine said, "No, the word can not pass because the "clue boxes" don't sound off right." Then it happened again and again with more and more words. No one knew what to do. The Word Machine wouldn't let those words pass through unless they changed their sounds, and the words refused to change.

Suddenly there were whispers and then lots of running feet. It was too dark to see exactly what was happening. Buzz, buzz, buzz was all you could hear. The rejected words were talking among themselves. One word said, "I don't care what that old machine says. I want to be a word, and I'm not going to change my sound." Then another word said, "That machine can't stop us. Let's run away. We'll become Runaway Words." Can you imagine that! Runaway Words!

The Word Machine, very much upset, called to the words, "Please don't run away. Just make the sounds right; then come to me once again and I'll let you pass through."

"No," the words all shouted. "We like the sounds we make. We want to stay just as we are! Since you won't let us pass through, we are running away. We will be known as Runaway Words forever!"

All those words just ran and ran. How many were there? It was so dark no one will ever know exactly how many words ran away. But every time you see a word that doesn't sound off as it should, you know that you have found another of the Runaway Words.

Have the children look at the word *cold* on the chalkboard. Who is in the "catching clue box?" (O) What sound should "O" make? (ō) Why? (Because O is the only vowel in the word and there is cooperation.) What sound should "C-O-L-D" have made? (cōld) What sound does it make? (cōld) Why is this word a Runaway Word? (O makes the wrong sound.) When the machine heard "O" say its long sound, it would not let the word pass through. The word ran away. "Cold" is a Runaway Word.

If you had seen this word in a book and tried Miss O's short sound, it would have made no sense. Then you would have to say to yourself, "Maybe this is a Runaway Word. I'll try Miss O's long sound." That's one way to try a Runaway Word.

Write the word *to* on the chalkboard. Who goes in the "catching clue box?" (O) What should it say? (ō) Why? (O is the only vowel in the word and there is no cooperation.) Does "O" say "ō?" (no) What can we say about this word? (This is a Runaway Word.) Miss O says neither her long nor her short sound. The word is "to." "O" makes a different sound altogether. The Word Machine would not let the word pass through. The word "to" became a Runaway Word.

NOTE: The children might decode the word *to* and say it is *toe*. Show them the correct spelling of *toe*, pointing out that *toe* is a word that has passed through the word machine.

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CHATTERBOOK PAGE 106: Discuss each illustration, calling on children to read the sentences. In the last illustration are ten Runaway Words. What picture clue tells you that the words are Runaway Words. (running feet) Discuss the words with the children. Decide which sound the word *should* make and the sound it *does* make.

NOTE: A Runaway Word will appear at the top right corner of many pages of the *Chatterbook*. As these pages are reached, day by day, the Runaway Words should be discussed and copied onto a list in the children's notebooks.

The children may enjoy constructing a full size model of the Word Machine. Cartons, boxes and cardboard tubes, etc. may be collected and painted many bright colors. When the paint has dried, children may arrange and assemble the parts of the Word Machine using tape, brads or staples.

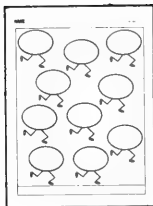
This Word Machine should become a part of classroom activities. Children may use it for dramatic play (e.g., putting words through the machine, showing it Runaway Words they may find) or it may become the heart of a Runaway Word center, where Runaways are collected and exhibited.

RUNAWAY WORD BOXES: Each child may decorate his Runaway Word Box with construction paper, paint or crayons. The words *Runaway Words* should be written on the box. Explain to the children that as they find Runaway Words they may cut them out, paste them on drawing paper and keep them in their boxes. From time to time, a day may be set aside for listing some of these words on the board and sharing them with the class.

NOTE: As the children find new words, many regular words will seem like Runaway Words. Explain that the words are not really Runaway Words but that they make special sounds about which they will learn later. These words may, however, be put in the Runaway Word Box until they find out why they are not really Runaway Words. (A child who is particularly anxious to know why words such as *out*, *pool* or *low* are not Runaway Words might be allowed to listen to the recorded story of *OO* or *OU* by himself while the others are busy with some other work.)

Distribute copies of Alpha One Master #142. Tell the class that the *Chatterbook* has some Runaway Words which they may copy onto this paper and place in their Runaway Word Boxes.

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Read the poem "Runaway Words" to the class.

#### RUNAWAY WORDS

Runaway Words are here and there;  
Runaway Words are anywhere.  
They are words that couldn't belong,  
Because they made their sounds all wrong.  
Instead of changing and sounding right,  
They just ran off into the night.

*What is meant by "Instead of changing and sounding right?" (The letters could have made their sounds differently.) How will you recognize Runaway Words? (They don't make sense when sounded out.)*

#### INDIVIDUAL AND SMALL GROUP ACTIVITIES

##### SIGHT WORDS

##### 1. Runaway Word Hunt

The children may find Runaway Words in magazines or newspapers. They may be cut out, pasted on paper and collected in their Runaway Word Boxes.

##### CRAFTS

##### 2. Word Machine

Some children may build their own Word Machine using giant boxes and cartons. This machine should be painted and decorated and may be used when children impersonate the Letter People.

##### STORY WRITING

##### 3. Me

Write the incomplete sentences on the chalkboard. Each sentence has a Runaway Word. Have the children fill in words or drawings to complete each sentence.

I like to feel . . . .

I like to find . . . .

I like to go . . . .

I like to come . . . .

I like to hold . . . .

I like to see . . . .

I do not like to feel . . . .

I do not like to find . . . .

I do not like to go . . . .

I do not like to come . . . .

I do not like to hold . . . .

I do not like to see . . . .

##### COMPREHENSION

##### 4. Worry

TEACHER PREPARATION: Write the following instructions on the chalk board or on paper. Have children read two columns as indicated and then copy the sentences onto the appropriate section of their paper.

You will see a list of things.

Put each thing by "I worry when . . . .", or "I do not worry when . . . ."

I read.  
I break a glass.  
I can not spell a word.  
I am freezing cold.  
I ride my bike.  
I do not do all my work.  
I find a worm.  
I dance.  
I hold a kitty.

#### 5. *Four Words.*

Write the words and sentences below on the chalkboard:

Plane  
Ice  
Worm  
Elephant

It is a great big thing with a trunk.  
It is a brown thing with no legs. It is in the grass and can move.  
It is a big thing that can fly in the sky.  
It is a small cold cube that is in your glass.

Have children read each of the sentences and decide which word is described.

#### 6. *Hold It and Fold It*

TEACHER PREPARATION: Write the following directions to the children on the chalkboard or on chart paper:

Flakes can fall if it is cold.  
Flakes are not the same.  
Make a flake.  
Take a sheet and fold it in 2 and in 2 and in 2.  
On the folds, make a box and a box and a box.  
Hold it in a hand and cut with the free hand.  
Make lots of these flakes.  
Hang them all on strings.

Using sheets of paper, children may follow these directions to make snowflakes.

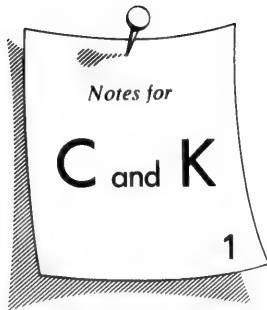
### VOCABULARY

#### 7. *Find the Runaway*

TEACHER PREPARATION: Write the following sentences on the chalkboard or on chart paper:

If I drop a glass, it will . . . .  
I am six years . . . .  
In class, I do a lot of . . . .  
I am the best in the big, wide . . . .

The answers *break, work, world, old* should be written below the sentences. Children copy sentences inserting correct Runaway Word in each blank.



## OBJECTIVES

### General

- Introduction of the fact that *C* and *K* may make the same sound.
- Showing that *C* has the *k* sound when followed by *A*.
- Spelling, from dictation, words that start with *CA*.
- Reading sentences for meaning.

### Specific

- Hear about "Calamities of *C* and *K*" and think about a solution for them.
- See that *cat* could be spelled *CAT* or *KAT* and still sound the same.
- Learn that Mr. *C* will stand in front of Miss *A* in words.
- Break the code for words having *C* in the "starting clue box" and *A* in the "catching clue box."
- Spell words starting with *CA*.
- Read about *C* and *K*.

## MATERIALS

Colored chalk, Story Pictures 17 and 18, *Chatterbooks*, *alphaboards*, puppets, pictures of *C*, *K* and vowels, Alpha One Master #143, materials for small group activities (see end of lesson)

## MOTIVATION

Write the words *cat* and *kat* on the board.

## DEVELOPMENT

Ask a child to decode and read the word *cat*, and then the word *kat*. *Do both words sound alike? They certainly do. This is mixing every-one up. Some days "C" starts the word, and some days "K" starts the word. They are always arguing about who should be the one to make his sound in a word.*

Display Story Picture 17 and discuss it with the children. Allow time for spontaneous interchange of ideas. *How do "C" and "K" look? (upset) What could be bothering them? (They want to know who makes the k sound.) What do you think Mr. H will soon be doing? (pulling his hair) Remind children of the time K arrived. Everyone worried about what Mr. C would say. (Mr. K arrived with a sound that had already been given to Mr. C.)*

*The Letter People have to make a decision. They have to decide, once and for all whether Mr. C or Mr. K makes his sound in words. One of them should always stand before Miss A, one before Miss E, one before Miss I, one before Miss O, and one before Miss U. Mr. C doesn't think "K" should have the sound at all. He thinks that because he had the "k" sound before "K" arrived, the sound should be his. Read "Calamities of C and K."*

*As you know, each letter has his very own sound that only he may use. Mr. M gets his sound from his Munching Mouth. Mr. T gets his sound from his Tall Teeth, and Mr. B gets his sound from his Beautiful Buttons. Mr. C's sound comes from his Cotton Candy, and Mr. K's sound comes from his Kick.*

*Now, something very strange happened when Mr. C and Mr. K started using their sounds in words. They realized that although they were different letters they had exactly the same sound; no one could tell whether the "k" sound in a word came from Mr. C's Cotton Candy or from Mr. K's Kick. This confusion made Mr. C very angry and it made Mr. K very sad. The two decided to go to Mr. H and complain about this mistake. When they ran into the meeting room, Mr. K said:*

Mr. H, we dislike making a fuss;  
But we don't know what is expected of us.  
Since C and K both have the same sound,  
With which vowels will each be found?

*Mr. H said to C and K:*

C and K, I think you are perfectly right;  
Giving C and K the same sound was an oversight.  
Let's ask the vowels for their point of view;  
Let them suggest what we can do.

*The vowel girls did not care which Letter Boy would stand in the "starting clue box" in their words. They decided that this was a problem Mr. C and Mr. K would have to work out for themselves. They told Mr. C and Mr. K that they had to make a decision by themselves, and when they made a fair decision they could put their name cards near the vowels. The girls insisted that once a name card was placed near a vowel, it had to remain there.*

*Mr. C said, "OK, girls, it is agreed that whoever puts his name card next to a vowel will always make the "k" sound next to that vowel.*

*It was agreed that Mr. C and Mr. K had to think very carefully. Once they decided, they could not change their minds. "Cat" has to be "C-A-T" or "K-A-T." It can't be spelled both ways.*

*Mr. H said, "Go to the soda fountain. Have a soda and decide what to do."*

♦♦♦♦

Draw a giant ice cream soda as tall as the board, preferably with pink chalk.

*Who do you think will drink this soda? (Recall Mr. H's suggestion that C and K and the vowels were to go to the soda fountain and make decisions about which would stand with each vowel.) Display Story Picture 18 and discuss the first frame with the children. (It is suggested that frames 2, 3 and 4 be concealed at this time.) Allow time for discussion and interchange of ideas. Where are C and K and the vowels? (at the soda fountain) Did you ever see such a soda? (The soda is bigger*

than the Letter People.) *What are the ladders made of?* (straws) *Why do C and K need ladders?* (The soda is so tall.) Choose children to draw the ladders for the giant soda on the chalkboard. Children may have to stand on a chair so they can reach to the top. *Mr. C is a quick climber. He's already sipping away. Now put Mr. K on the ladder. When are C and K supposed to make their decision?* (after the sodas are finished) *Mr. C pretends he's busy drinking his soda, but he keeps watching Mr. K. Look at Mr. C. He is watching Mr. K. The vowels are standing in the order in which they arrived.*

Continue reading "Calamities of C and K:"

*Mr. C and Mr. K took their name cards and went to the soda fountain with the vowels. They ordered a great big giant soda. It was so big that C and K needed straw ladders to get to the top of the glass.*

The vowels stood in the order they knew best:

(A, then E, then I, then O, then U)

And waited for C and K to do the rest.

*C and K had agreed to drink the giant soda to the very bottom, so they would have enough time to think about who would stand next to each of the vowels. Mr. K closed his eyes while he was drinking so that he could concentrate on thinking. When Mr. C saw that Mr. K wasn't looking, he smiled mischievously and said:*

While Mr. K is not looking this way,

I'll place my name card in front of Miss A.

*Mr. C whizzed down the straw ladder as fast as he could and quickly put his name card in front of the first vowel, Miss A. As he ran back up the ladder he said gleefully:*

Ha, ha, now I have my name next to Miss A;

So in front of A, C must always stay.

Everyone, please, remember that

C makes the sound in words such as *cat*.

*What did Mr. C do?* (He put his name card in front of Miss A before he was supposed to do it.)

Reveal frame 2 of Story Picture 18. *Does Mr. K see what Mr. C did?* (no) *How can you tell by looking at the picture?* (K's eyes are closed. He's drinking his soda.) *C put his card next to the first girl. Who is she?* (Miss A) *What does that mean?* (Mr. C will make the *k* sound when he is in front of Miss A in words.) *Now the word "cat" will always have to be spelled the same way.* Call on a child to write the word *cat* on the board.

*We have the soda on the board. We have the ladders. We have Mr. C and Mr. K. Who is missing?* (the vowels) Call on a child to draw the vowels. *Who should be first?* (Miss A; she was the first girl to arrive.) *Who is second?* (Miss E) *Who is third?* (Miss I) *Who is fourth?* (Miss O) *Who is last?* (Miss U)

*How can we show Mr. C running down the ladder and quickly placing his name card in front of Miss A?* If the children do not think of a plau-

sible way to show this, let them make dark chalk dashes from the top of Mr. C's soda, down the straw ladder, to Miss A's place. Then they may write the letter C in front of Miss A.

CHATTERBOOK PAGE 107 (top): *All the words begin with the "k" sound. What is missing in all these words? (the starting letter)*

*Who is the vowel in all these words? (A) Who makes the "k" sound in front of Miss A? (C) Miss A stands beside Mr. C. Who must start all these words? (Mr. C) Look at the first word. Who is in the "catching clue box?" (A) If we want the "starting clue box" to sound off with the "k" sound, what letter must we put in the "starting clue box?" (C) Put in the missing letter. Mark the word (short A, cooperation sign over P). Read the word. (cap) Write the word on the line next to the "clue boxes." Proceed as above for the remainder of the exercise.*

\*\*\*\*

WRITTEN PRACTICE: Using the alphabords proceed as follows: *All the words begin with the "k" sound. Remind the children that the sound is the clue and that they must listen to the word carefully, If you hear Miss A, who will make his sound in the "starting clue box?" (C) How will you recognize Miss A? (She may say her short sound which is ă. She may say her long sound, which is ā. She may have a sound with Mr. R which is ar, or she may be part of the all sound.)*

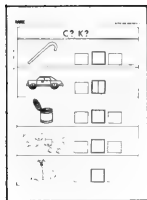
After children have drawn three "clue boxes" on their alphabords proceed as follows: *The word is "cap." Who goes in the "catching clue box?" (A) How did you recognize A? (The short sound for A) Put "A" in the "catching clue box." Repeat the word. Who goes in the "starting clue box?" (C) Why? (C stands beside A.) Repeat the word. Who goes in the "ending clue box?" (P) Mark the word. (Short sign over A, cooperation sign over P) Why is "A" short? (There is cooperation.) "Clue boxes" sound off! Read the word. Remember not to break the word between sounds. Write the word without "clue boxes." A volunteer may write the word on the board. After the class has spelled the word aloud, a child may use the word in a sentence. Proceed as above for any words on Chatterbook page 107.*

CHATTERBOOK PAGE 107 (bottom): Discuss the illustration and have the children read the sentences. Discuss each sentence within the context of the lesson.

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Distribute copies of Alpha One Master #143. Have the children look at each picture, decide what it is, and write the word in the "clue boxes" beside the picture.

HOMEWORK OR FOLLOW-UP: *Collect words starting with "CA" and paste them in notebooks.*



## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### SPELLING

#### 1. Team Dictation

Using *alphabords*, have the children work in groups of two taking turns dictating the words below while the other person writes the appropriate letters in "clue boxes." Words: *cab, cast, case, call, camp, cart, came, cash.*

### DRAMATIC PLAY

#### 2. Puppet Theater

Children may use puppets or pictures of the Letter People to dramatize "Calamities of C and K." They may use the following script:

Mr. H: I see that there's trouble between C and K;  
What can their problem be today?

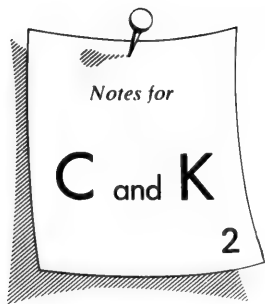
Mr. K: Mr. H, we dislike making a fuss;  
But we don't know what is expected of us.  
Since C and K both have the same sound.  
With which vowels will each be found?

Mr. H: C and K, I think you are perfectly right;  
Giving C and K the same sound was an oversight.  
Let's ask the vowels for their point of view:  
Let them suggest what we can do.

Have a soda, and while you're drinking,  
You can both do some quiet thinking.  
And when you're ready, you will say  
Before which vowels each will stay  
Vowels go with them, and you'll know, too,  
What C and K decide to do.

Narrator: The vowels stood in the order they knew best:  
(A, then E, then I, then O, then U)  
And waited for C and K to do the rest.

Mr. C: While Mr. K is not looking this way,  
I'll place my name card in front of Miss A.  
Ha, ha, now I have my name next to Miss A;  
So in front of A, C must always stay.  
Everyone, please, remember that  
C has the *k* sound in words such as *cat*.



## OBJECTIVES

### General

- Establishing the concept that *K* starts words when followed by *E* and *I*.
- Spelling, from dictation, words that start with *KE* and *KI*.
- Reading sentences for meaning.

### Specific

- Continue "Calamities of C and K." Find out how *K* claims *E* and *I*.
- Break the code of words starting with *KE* and *KI*.
- Spell words starting with *KE* or *KI*.
- Read more about *C* and *K*.

NOTE: The soft *C* sound before *E* and *I* will be introduced in a future lesson.

## MATERIALS

Puppets and stage, Story Picture 18, *Chatterbooks*, *alphaboards*, Alpha One Master #144, materials for small group activities (see end of lesson)

## MOTIVATION

The puppet stage is on display. *Chitter* as narrator speaks: "Oh, we're in for trouble now! And how! Mr. *K* won't let Mr. *C* get away with just running down and placing his name card in front of Miss *A*.

Review the story as told in the previous lesson.

## DEVELOPMENT

Read the continuation of "Calamities of C and K".

*Mr. K opened his eyes just as Mr. C reached the top of the ladder. He saw Miss A with "C's" card in front of her, and he was very much annoyed with Mr. C. He thought of a way to get even. Just this once he would outsmart tricky Mr. C. Mr. K took, not one, but two of his name cards and quickly ran down the ladder. He put one "K" card in front of Miss E and another in front of Miss I. Then he said:*

All right, Mr. C, I know what you did  
For Miss E and Miss I, I'll place my bid.  
Because you wouldn't wait for me,  
I'm choosing two vowels, not one, Mr. C.  
No matter what you say,  
E and I will be with K.  
Everyone now will have to agree  
That K has the *k* sound in *kiss* and in *key*.

*You can imagine how angry this made Mr. C. Imagine "K" trying to outwit crafty Mr. C! Mr. C ran down the ladder and shouted:*

I'm upset as can be!  
You'll never get the best of me!

Ask a child to write the word *kept* on the board. *Who goes in the "catching clue box?" (E) Who has to start the word? (K) Why?* (Mr. K put his name card in front of E.) Choose a child to write the word *kiss* on the board. Tell the child that the word *kiss* has a "one-sound-ending squoosh." *Why does Mr. K start that word?* (He stands next to Miss I.) Another volunteer may write the word *can* on the board. Elicit the reason for choosing C rather than K to start the word. (Mr. C put his name card next to Miss A)

Discuss frame 3 of Story Picture 18 with the children. Let the children examine the illustration and tell what C and K are up to. As each child tells the story, he may point to parts of the card for reference.

\*\*\*\*

Children may draw a giant soda and ladders on the board. Place pictures of A, E, I, O, U in ascending order on the board near the soda. Using small pieces of paper with C and K written on them as name cards, let children re-enact the C and K story from the beginning. Emphasize that C tried to outsmart K, but K outwitted him. While C placed his name next to one vowel (A), Mr. K placed his name card in front of the next two (Miss E and Miss I). Let children repeat the refrain in unison:

All right, Mr. C, I know what you did.  
For Miss E and Miss I, I'll place my bid;  
Because you wouldn't wait for me,  
I'm choosing two vowels, not one, Mr. C.

CHATTERBOOK PAGE 108 (top): *All these words begin with the "k" sound. Which letter is missing in all of them? (The starting letter is missing.) Why do you think it is missing? (We must decide if the word begins with C or K.) Who are the vowels in the "catching clue boxes?" (E or I) Who placed his name card in front of Miss E and Miss I? (K) Miss E and Miss I will stand beside Mr. K. Who is in the "catching clue box?" (I) What letter ends the word? (T) Which letter will make the "k" sound in front of "I?" (K) How can you tell it is "K?" (Mr. K put his name card in front of Miss I.) Put "K" in the "starting clue box." Mark the word. What sound will "I" make? (short) Why? (There is cooperation.) Write the whole word on the line next to the "clue boxes." Continue procedure as above for the remaining words on the page. Allow children who are able, to proceed independently.*

\*\*\*\*

CHATTERBOOK PAGE 108 (bottom): Discuss the illustration and let children read the sentence, first silently and then aloud. Discuss the meaning of the sentence within the context of the story.

\*\*\*\*

WRITTEN PRACTICE: Using *alphabords*, the children may write any words dictated from Chatterbook page 108. *All the words will start with the "k" sound. Listen to the word. If you hear any of the sounds that belong to Miss E or Miss I, you will know that "K" goes in the "starting clue box." "E" and "I" stand beside "K." How will you recognize Miss E? (She may say her short sound, e; she may say her long sound ē; she may*

say her *er* sound with R.) How will you recognize Miss I? (She may say her short sound, ĭ; she may say her long sound, î; she may say her *ir* sound with R.) Proceed as follows:

The first word is "kiss." Draw three "clue boxes." The "ending clue box" is a "one-sound-ending squoosh box." Which vowel is in the "catching clue box?" (I) How did you recognize her? (I has the ĭ sound from Itch.) Put "I" in the "catching clue box." Repeat the word. Which Letter Person makes his sound in front of "I?" (Mr. K) Put "K" in the "starting clue box." Repeat the word. Whose sound ends the word? (Mr. S) The ending "clue box" is a "one sound ending clue box." What does that mean? (Two letters S go in the box.) Mark the word. What mark did you put over "I?" (short) What sign did you put over "S" and "S?" (cooperation) Read the word. Write the word without the "clue boxes." A child may write the word on the chalkboard as the class spells it aloud.

NAME \_\_\_\_\_

Fill in the first box with c or k.

<input type="checkbox"/> ake	<input type="checkbox"/> eap
<input type="checkbox"/> ite	<input type="checkbox"/> ias
<input type="checkbox"/> ap	<input type="checkbox"/> uff

A hat is a sort of \_\_\_\_\_

It is fun to bake a \_\_\_\_\_

I can tie a tail on a \_\_\_\_\_

A hug and a \_\_\_\_\_ make us feel fine

We can \_\_\_\_\_ a gift

\*\*\*\*

Distribute copies of Alpha One Master #144

Have children decode the words and then fill in the sentences with the appropriate decoded word.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

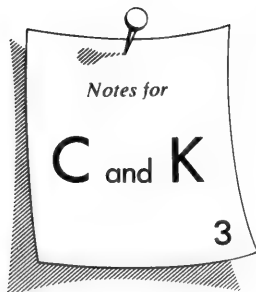
### SPELLING

#### 1. Team Dictation

Working in pairs, one child may take turns dictating words while the other writes the words on his *alphaboard*. Use the following words: cane, kite, keg, cape, keep, card, kit.

#### 2. Word Hunt

Collect words starting with "KE" or "KI" and paste them in notebooks. Try to decode them.



## OBJECTIVES

### General

- Establishing the concept that *C* makes his sound before *O* and *U*.
- Spelling words from dictation.
- Reading sentences for meaning.

### Specific

- Listen to more of the story "Calamities of *C* and *K*."
- Decode words that start with *CO* and *CU*.
- Spell words starting with *CO* and *CU*.
- Read about *C* and *K*.

## MATERIALS

Puppets, pictures of vowels, Story Picture 18, *Chatterbooks*, *alphaboards*, Alpha One Master #145, materials for small group activities (see end of lesson)

## MOTIVATION

Write the following sentences on the board: "We need a big tall drink! Please make it for us."

## DEVELOPMENT

Choose a child to read the sentences on the board. *Who might have said what is written? (C and K) What kind of big, tall drink do C and K want? (a soda) What can we do to help?* (Draw a big soda on the board.)

**PUPPET THEATER:** Select a child to tell "Calamities of *C* and *K*" to date. Other children, using puppets (*Chitter* as *C* and *Chatter* as *K*) and vowel pictures, pantomime as the story unfolds. Children should stress which vowels go with *C* and which vowels go with *K*. The drawing on the board may be used as a backdrop for this performance.

Display Story Picture 18, frame 4. Read the conclusion of "Calamities of *C* and *K*":

*There were only two vowels left, so Mr. C took out two "C" name cards and said:*

Since Mr. K did not care to share,  
Now I, too, will be unfair.  
Near *O* and *U*, I'll place my name  
And that ends our little game.

*With that, Mr. C put one name card in front of Miss O and another in front of Miss U. Altogether, that gave Mr. C three vowels: Miss A, Miss O and Miss U.*

*When Mr. K saw this, his eyes filled with tears. Mr. C had outwitted him again, and he said:*

Mr. C claims vowels A, O and U,  
Leaving me, poor K, with only two!  
Now K stands before only E and I;  
I really think I'm going to cry.

*Who would like to draw Mr. C on the board? Who would like to draw the vowels who stand beside Mr. C? Who would like to draw Mr. K on the board? Who would like to draw the vowels who stand beside Mr. K?* For recall, let children refer to the Story Picture. Remind the children that the vowels are standing in the order in which they arrived: A, E, I, O, U. Mr. C chose the first girl, A. Mr. K chose the next two girls, E and I. Then Mr. C chose the girls that were left, O and U.

Let children say the following rhyme along with you:

C stands before vowels A, O and U,  
Leaving Mr. K with only two.  
All K has is E and I;  
That's why K is about to cry.

\*\*\*\*

CHATTERBOOK PAGE 109 (top): *All these words start with the "k" sound. What is missing in all these words? (the first letter) Will "C" start the word? Will "K" start the word? If the vowel in the word is "A," "O" or "U" then "C" should be in the "clue box" before it. If the vowel in the word is "I" or "E," then "K" has to be in the "clue box" before it.*

*Look at the first word. Which vowel comes after the empty "clue box?" (E) Does "E" stand beside "C" or "K?" (K) Put "K" in the "starting clue box." Mark the word. Write the whole word on the line next to the "clue boxes." Children may make up sentences using the word. Follow the same procedure with the remaining words on the page. Children who are able may proceed independently.*

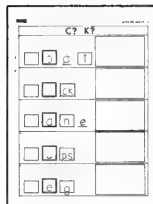
CHATTERBOOK PAGE 109 (bottom): Discuss the illustration and read the sentence.

\*\*\*\*

WRITTEN PRACTICE: Using their *alphabords*, children may write dictated words. *All words will start with the "k" sound. How will you know if "C" or "K" starts the word? (by the vowel) How will you recognize the vowel? (The vowel may be saying a short sound, long sound or the special sound with R.)*

Use as words any of those on *Chatterbook* pages 106-108.

\*\*\*\*



Distribute copies of Alpha One Master #145. Direct the children to write C or K in each "starting clue box," read the word, and make a picture of it.

HOMEWORK OR FOLLOW-UP: *Illustrate the entire story "Calamities of C and K" in booklet form. Write original captions to go with illustrations.*

*On separate pages, keep lists of words starting with "CA," "CO," "CU," "KE," and "KI."*

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### COMPREHENSION

#### 1. *Decoding*

Write the following sentences on the board. Children may copy and mark words. Then they may illustrate one of the sentences.

1. Kid is a name for a goat.
2. This kite can skip.
3. Mr. K must not kick Mr. G.
4. Cal can cast a spell.

### SPELLING

#### 2. *C or K?*

Write the following words on the board omitting the first letter. Children copy the word, write *C* or *K* in the "space" and read the word. (c)oal, (k)it, (c)ard, (c)ube, (k)eel, (k)ite, (c)ave, (c)uff, (c)are.

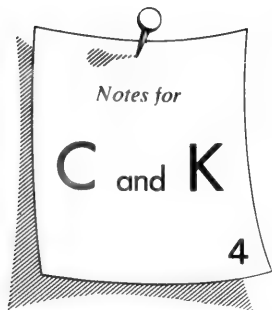
## OBJECTIVES

### General

- Establishing the following concepts: *C* makes the *k* sound in a "starting squoosh"; *CK* makes the *k* sound when it is heard after a short vowel; *K* makes the *k* sound when it is heard after a long vowel.
- Testing and evaluating skills related to *C* and/or *K*.

### Specific

- Learn whether *C* or *K* belongs in a word.
- Fill "clue boxes" with *C*, *K*, or *CK*.
- Spell words with *C*, *K* or *CK*.
- Make sure of *C* and *K*.



## MATERIALS

*Chatterbooks*, *alphaboards*, Alpha One Masters #146 and 147, materials for small group activities (see end of lesson)

## MOTIVATION

Write the words *crab*, *close*, *skip*, and *pink* on the chalkboard.

## DEVELOPMENT

*Mr. C and Mr. K have solved the problem about which of them makes his sound before the vowels. How did they solve it? (C will stand in front of A, O and U; K will stand in front of E and I.) Look at the words on the board. How are they different from the words we have been decoding so far? (The k sound is not followed by a vowel.)*

*Some words like "crab," "close," "skip," and "pink" have a "squoosh" before the vowel. Either "C" or "K" could be in the word, but the boys did not want Mr. K to start a "squoosh." Can you imagine why? Mr. K really is a nice fellow, but you know Mr. K; what does he always do? (Kick) He doesn't ever mean to kick anyone; but he is so used to kicking that his foot kicks without his realizing it. When he is squooshed together with another letter it becomes too dangerous because he might kick the letter next to him. Demonstrate with *krab*, *klose*. Of course "K" can be the last part of a "squoosh" because he would be kicking only the box. Demonstrate with *skip* and *pink*.*

Review with the children: *How can we decide which letter makes the "k" sound in a "squoosh?" (C starts a "squoosh.") Why didn't the Letter People want "K" to "squoosh?" (He would kick the letter next to him.) Why is it all right for "K" to end a "squoosh?" He would be kicking only the box.)*

\*\*\*\*

**WRITTEN PRACTICE:** Distribute *alphaboards*. Dictate some of the following words: *crab*, *crisp*, *close*, *clip*, *risk*, *clap*, *crate*, *bunk*, *claim*, *clam*, *class*. Children should be told the reason for the long vowel in a word and whether the word ends with a "squoosh" or a "one-sound-ending squoosh box."

\*\*\*\*

CHATTERBOOK PAGE 110 (top): Look very carefully at the four words on the left part of the page where the letters are filled in. Mark the words. What can you tell about the vowel sound in these words? (All the vowels are using their short sounds.) What else is the same about all these words? (They all end with a "one-sound-ending squoosh" made by C and K.) Read each word with the children. For each word ask: What sound does the vowel use? (short) What is the ending sound you hear? (k) Who ends the word? (CK)

Now let's look at the words on the right side of the page. The letters have been filled in for these words too. Mark the words. What can you tell about the vowel sounds in all these words? (They are all long.) What is the sound you hear right after the vowel? (k sound) Read each word with the children; then ask: What sound does the vowel use? (long) What is the ending sound you hear? (k) Which letter is in the "ending clue box?" (K)

NOTE: An alert child may discover that K must be in the "ending clue box" with words that end in silent E because E stands beside K.

Review with the children: If you hear the k sound ending a short-vowel word, it is made by C and K. In a long-vowel word that ends with the k sound, the k sound is made by K.

CHATTERBOOK PAGE 110 (bottom): The "ending clue box" needs a letter or letters that make the "k" sound. You must decide whether "C" or "K" or "CK" belong in the word. Give reasons for your decision.

Look at the first word (bake). Write it on the board as it appears in the Chatterbook. What will the vowel say? (Long sound because silent E is at the end.) If the vowel is long, who makes the "k" sound after it? (K) Decode the first three words.

Look at the next word (crack). Write the word on the board as it appears on the Chatterbook. All these words have the last part missing. They also all end with the "k" sound. Mark the word. What is the vowel sound? (short) Who will make the "k" sound? (CK) An alert child will discover that all the "ending clue boxes are "one-sound-ending squoosh boxes" that would have to be filled by two letters (CK). Decode the rest of the words.

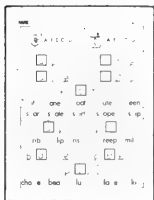
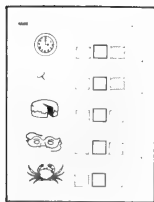
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Distribute copies of Alpha One Master #146. Direct the children to look at each picture and to write the word in the empty "clue boxes" beside the picture.

## TEST

Use Alpha One Master #147. This test reviews all learnings to date that involve C and/or K. Instructions for each exercise are as follows:

1. a. Draw a circle around the vowels that stand beside Mr. C.  
b. Draw a circle around the vowels that stand beside Mr. K.
2. a. In these words the k sound begins each word. Decide whether C or K makes the k sound, then put the correct letter in the "starting clue box."



- b. In these words the *k* sound begins each word. Decide whether *C* or *K* makes the *k* sound, then put the correct letter in the space at the beginning of the word.
3. In these words the letter that makes the *k* sound is missing. Decide whether *C* or *K* makes the *k* sound in the word and write it where it belongs.
4. In these words the *k* sound is part of a “squooosh.” Decide whether *C* or *K* is in the “squooosh” and write the correct letter where it belongs.
5. In these words the ending sound is the *k* sound. Decide whether *C* or *K* or *CK* makes the *k* sound, then write the correct letters where they belong.

## BOOKS

When this lesson is completed the children are ready to read *A Three Pops Drive*, *Mr. T Tells a Tall Tale* and *The Train to Flat Rock* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

**HOMEWORK OR FOLLOW-UP:** *Keep four separate lists of words. One list should have words that end with “CK” (e.g., duck); another list in which the vowel or vowels are followed by “K” (e.g., bake or seek); a third list, words in which “C” begins a “squooosh” (e.g., crib); and a fourth list, words in which “K” ends a “squooosh” (e.g., skirt, rink).*

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### SPELLING

#### 1. Silent *K*

Certain words begin with *KN* (e.g., knife, know, knit). *K* is silent because *K* may not start a “squooosh.” If he were in a “squooosh box” he would kick the letter next to him. It was decided that *K* had to stand outside the “starting clue box;” therefore *K* cannot sound off in these words. He must be silent.

#### 2. Team Dictation

Using *alphabords* or paper, the children may work in pairs or in small groups taking turns dictating the words below while the other(s) writes the words in “clue boxes.” Words: *truck, task, crack, duck, crib, ask, flake, sink, click, drake*

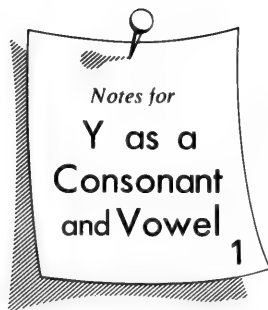
### MATHEMATICS

#### 3. What is the Cost?

**TEACHER PREPARATION:** On the chalkboard, write the following sentences:

1. If 1 kite costs 3¢, then 2 will cost. . . .
2. If a stack of blocks cost 5¢, then 2 will cost. . . .
3. If a kick ball costs 4¢, then 2 kick balls will cost. . . .
4. If a deck of cards cost 6¢, then 2 will cost. . . .

Distribute paper and have children write the answer to each question.



## OBJECTIVES

### General

- Introduction of the concept that *Y* may be either a consonant or a vowel.
- Reading sentences for meaning.
- Establishing the concept that when *Y* is a vowel it is usually treated as if it were *I*.
- Decoding words in which *Y* acts as a consonant or as a vowel.
- Spelling, from dictation, words that have *Y*.

### Specific

- Hear the story "Don't Cry, *Y*."
- Read about Mr. *Y*.
- Decode words in which *Y* acts as a consonant, and in which *Y* represents Miss *I*.
- Spell words with *Y*.

## MATERIALS

Picture of Mr. *Y*, Story Picture 19, *alphaboards*, *Chatterbooks*, construction paper, paper fasteners, Alpha One Master #148, materials for small group activities (see end of lesson)

## MOTIVATION

Place the picture of Mr. *Y* on the board horizontally, so that he is lying down.

## DEVELOPMENT

*Who is on the board? (Mr. Y) Does he look different? How? (He is lying down.) He is tired, bored and unhappy.*

Read "Don't Cry, *Y*" to the children.

### DON'T CRY, *Y*

*Mr. Y was sad. He felt that he was getting very little attention. He yawned and yawned. He was a consonant with too little to do. All the other consonants were in many parts of words, but it seemed that every time Mr. Y was called, he was at the start of a word. There just weren't too many words that began with Y. Mr. Y was yawning and yawning and yawning most of the time. Mr. H didn't like to see Y so bored, so he asked:*

Mr. *Y*, what's bothering you?

Are you a consonant with too little to do?

*And yawning Mr. Y answered:*

As new words are turned out week by week,

*Y* gets too few turns to speak.

So I yawn and yawn the whole day long;

It seems to me there's something wrong.

Most of the time I am neglected;

I feel lonely and rejected.

I want to have more work to do;  
The words for me are far too few.

*Mr. H felt sorry for Mr. Y, and he tried to explain to him:*

Mr. Y, you can only start a word,  
Or your yawning sound won't be heard.

*And Mr. Y replied:*

But I haven't many words to start;  
Oh, how I wish for another part!

As Mr. Y was speaking,  
Miss I was standing by.  
She saw that Y was about to cry.  
It made Miss I feel very sad  
That Mr. Y was feeling bad.

*Miss I asked the vowel girls if they would agree to allow Mr. Y to work as a vowel sometimes.*

The vowels thought the idea grand  
And took Mr. Y by the hand  
But then the consonants made a fuss  
They said, "Mr. Y is one of us."

*The consonant boys held onto Mr. Y by one arm, and the vowel girls held him by the other. They stretched Mr. Y until his arms reached to both the vowels' and the consonants' side. Mr. Y said:*

"Stop! You're going to make me break.  
I may be a yawner, but I'm really awake."

Yet Mr. Y was secretly glad;  
This was more attention than he'd ever had.  
And since he now knew they all really cared,  
Mr. Y decided that he would be shared.  
The vowels and consonants had pulled him so wide  
That now he could reach and be part of each side.

*Mr. Y thought of a compromise, and said:*

"Mr. Y will keep his consonant sound,  
If at the start of a word he is found.  
That makes Y a consonant fellow  
In such words as *yes* and *you* and *yellow*.  
But when Y is in other parts of a word,  
Only his vowel sound will be heard."

This brought up another question:  
Y's vowel sound was open to suggestion.

Review with the children: *When will "Y" use his own consonant sound?* (At the beginning of a word.) Write the following words on the board: *yes, yet, yell, yarn, yelp*. Children may read the words. Emphasize that Y uses his consonant sound to start a word.

Display Story Picture 19. Allow time for free interchange of ideas. *What is happening to "Y"?* (He is being pulled by both vowels and consonants.) *Does "Y" look unhappy?* (no) *Why not?* (He is getting a lot of attention.) *Why was "Y" unhappy before?* (As a consonant, he was in very few words and he felt neglected.) *Why does he feel important now?* (Both vowels and consonants want him.)

Continue reading the story to the children.

*Miss I called the vowels and said to them:*

Let Y, as a vowel, always try.  
To share the work with me, Miss I.  
Let me make it very clear;  
Gather round so you can hear.  
When Y is in a word that Y does not start,  
He will be taking Miss I's part.  
So when you see dear Mr. Y.  
Treat Mr. Y just like Miss I.

*Miss I went to the chalkboard and wrote the words "my" and "gym." Then she said:*

In these words Y acts for Miss I.  
For example, take the word *my*.  
There's no cooperation there for Y.  
Since no cooperation is around,  
Y will say I's long vowel sound.  
Now let us look at the word *gym*.  
Which of Miss I's sound will we give him?  
M has the cooperation sign in this word,  
So Miss I's short vowel sound is heard.

*Everyone understood, and then Miss I said:*

"Now here's something else that's new.  
See if you know what to do."

The word is *type*.

After the word has had inspection,  
We find that Mr. Y has cooperation.  
But Miss E stands at the end of the word.  
And at the end Miss E is never heard.  
She gives up her sound for Mr. Y,  
Because he stands there for Miss I.  
Because he's standing in Miss I's word,  
Y lets I's long sound be heard.

Write the words *my*, *gym* and *type* on the board. *In what part of these words does "Y" stand?* (Y does not start any of these words. Y is in the middle or at the end of the word.) *Does "Y" use a consonant sound when he does not start a word?* (Y does not use a consonant sound.)

*Let's look at the first word: "my." For whom will "Y" be working?* (Mr. Y is there for Miss I.) *When you look at Mr. Y, think of Miss I.* Using a piece of colored chalk, demonstrate this idea by drawing an *I* through the *Y* on the board. Let both *I* and *Y* be visible.

Draw the appropriate "clue boxes" and demonstrate the decoding procedure for *my*. *Who goes in the "catching clue box?"* (Y who is there for I.) Children may write a small *I* over the *Y* to remind them that *Y* is taking *I*'s place. *Let's see if the vowel gets cooperation. Is there cooperation?* (no) *If there is no cooperation, what sound must the vowel use?* (long) *If "I" were there, it would be long, so "Y" will use "i's" long sound.* A child may put a long sign over the small *I* above the *Y* and say the word.

*Let's look at "Y" in another part of the word. Decode the word gym. Elicit the following: Y does not start the word; it can not use a consonant sound. Y is working for I. Who goes in the "catching clue box?"* (Mr. Y, who is working for I.) *Does Mr. Y have cooperation?* (Yes, *M* is cooperating with *Y*.) *When Miss I has cooperation she makes the short sound, so "Y" will use Miss I's short sound. Draw a cooperation sign over "M" and put a small short "I" above "Y's" "catching clue box."*

Look at the word *type*. Elicit that *Y* does not start the word and so does not use the consonant sound. He is working for Miss *I*. *Who goes in the "catching clue box?"* (Y standing for I.) *Which of "I's" sounds will "Y" use?* (long) *Why?* (silent *E*)

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CHATTERBOOK PAGE 111: Discuss the illustrations. The children may read the sentences to themselves, and then aloud.

CHATTERBOOK PAGE 112: *The first word is "year." In what part of the word is "Y?"* (at the beginning of the word) *When "Y" starts a word, is it a consonant or a vowel?* (Y is a consonant when it starts a word.) *Can we put "I" over "Y?"* (no) *Why not?* (Y is a consonant at the beginning of the word.) *Fill the "clue boxes" and read the word.*

*The next word is "cry." Where is "Y?"* (at the end) *Is "Y" working as a consonant or a vowel?* (Y does not start the word; therefore, Y acts as a vowel.) *For which vowel does "Y" work?* (I) *Now may we put "I" over the "catching clue box?"* (yes) *Why?* (Y makes the sound for I.) *Does "Y" working for "I" have cooperation?* (no) *There's no cooperation. Which of "I's" sounds will "Y" use?* (Y must use I's long sound.) *Mark the vowel. Let children finish decoding independently.*

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WRITTEN PRACTICE: *Draw two "clue boxes." We will need a "starting clue box" and a "catching clue box." We do not need an "ending clue box." In today's words you must listen for many clues. The sound is always one clue, but this time there will be even more clues. Here is the first clue: You will hear one of "I's" sounds but the letter "I" is not in the word. What does that clue tell you?* (Y will be working for I.)

*The first word is "my." Who goes in the "catching clue box?"* (Y) *Put "Y" in the "catching clue box." Listen to the word again. Who starts the word?* (M) *Put "M" in the "starting clue box." Repeat for shy, fly, cry, spy, try. Remind the children when a "starting squoosh box" is needed.*

Now dictate the word *type*. After children have drawn their "clue boxes," remind them that there is no letter *I* in this word. *Who will take her place?* (Y) *Which "I" sound do you hear?* (long sound) *Here is the next clue: "The vowel is long because silent "E" stands at the end. Who goes in the "catching clue box?"* (Y) *What sound is "Y" using?* (long I) *Why?* (silent E) *Put Miss E outside and after the "ending clue box."* *Why can't "E" stand in a "clue box?"* (E is silent.) *Listen to the word again. Fill the "starting" and "ending clue boxes."* *Mark the word. What can we put over "Y?"* (the letter *I* and the long sign)

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Distribute copies of Alpha One Master #148. Have children connect the sentences with the corresponding pictures.



HOMEWORK OR FOLLOW-UP: *Dramatize "Don't Cry, Y."* *Collect words in which "Y" appears. Keep one notebook page for Y working as a vowel and one page for Y working as a consonant.*

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. Buddy Dictation

Children may work in pairs (or small groups) taking turns, one dictating words, while the other writes the words on his *alphaboard*. Use the following words: *by, my, try, cry, shy, dry, spy, fly.*

### 2. Chitter and Chatter

Using the following poetry as a script the children may use Chitter and Chatter to re-enact "Y as a Vowel and Consonant":

#### Y AS VOWEL AND CONSONANT

MR. H:

*Mr. Y, what's bothering you?*

MR. Y:

*Y is a consonant with too little to do.*

VOWELS:

*Come over to the vowel side.*

*Be one of us; you'll be our pride.*

CONSONANTS:

*We are sorry to make a fuss.*

*But Mr. Y is one of us.*

*Be careful for we'll do harm*

*We're each pulling him by an arm.*

MR. Y:

*Stop! You're going to make me break.*

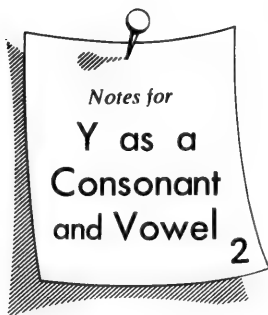
*More than one sound I'll gladly take.*

*Look at me; now I'm so wide,*

*That I can be part of each side.*

## SPELLING

## DRAMATIC PLAY



## OBJECTIVES

### General

- Review of the short and long *I* sounds for *Y*.
- Introducing the long *E* sound for *Y*.
- Decoding words in which *Y* has the long *E* sound.
- Spelling, from dictation, words in which *Y* has the long *E* sound.
- Introducing and decoding words in which *Y* is silent.
- Testing and evaluating all skills related to *Y* as a vowel.

### Specific

- Learn how *Y* came to work for Miss *E*.
- Decode words in which *Y* uses *E*'s long sound.
- Spell words in which *Y* uses *E*'s long sound.
- Decode words that have a silent *Y*.
- Make sure of *Y* as a vowel.

## MATERIALS

Story Picture 20, *Chatterbooks*, *alphaboards*, puppets, picture of Miss *E*, Alpha One Master #149, materials for small group activities (see end of lesson)

## MOTIVATION

Display Story Picture 20.

## DEVELOPMENT

Discuss the illustration with the children. Encourage discussion with such questions as the following: *Who is in the picture?* (Miss *I*, Mr. *Y* and Miss *E*) *Who is standing next to Miss I?* (Mr. *Y*) *Why do you think I is standing next to Y?* (*Y* uses *I*'s sound.) *Can you think of a reason why E might be there? Let's listen to the story and find out.* Read the following story to the children:

Miss *E* had so much work to do,  
She wanted *Y* to help her too.  
Miss *I* went to *E* and said, "My, my,  
What kind of help do you want from *Y*?"

*Miss E thought a moment, and then said, "As you know, I am always silent when I am at the end of a word that has another vowel first. It would be so very nice if I could hear my own long sound at the end of a word even when the word has another vowel. Do you think that Mr. Y could sometimes stand at the end of another vowel's word and make my long 'E' sound?"*

*Miss I thought a moment. Then she discussed it with Mr. Y. They decided that since Miss E is usually so good natured, this was a nice thing to do for her. They said:*

Let *E*'s long, vowel sound be heard  
When *Y* is at the end of another vowel's word.  
That way we'll hear the long sound for *E*.  
At the end of words like *story* and *daisy*.

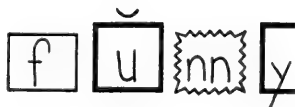
Write the words *hide*, *ride*, *dime* and *smile* on the board. Elicit the observation that in all these words, the letter *E* is at the end of the word, and is silent. Recall that Miss *E* agreed to give up her sound at the end of a word so that the vowels could make their long sounds. *Now Miss E would like her long sound to be heard at the end of some words. Miss I and Mr. Y decided to help Miss E. If "Y" is at the end of a word that has another vowel in the "catching clue box," then Mr. Y may say "E's" long sound.*

*Let's see if Mr. Y will understand what to do. Write the word funny on the board, and draw a "starting" and a "catching clue box." Call on children to start decoding the word.*

*Who goes in the "catching clue box?" (U) Put Miss U in the "catching clue box." Who starts the word? (F) Put "F" in the "starting clue box." Now we have a problem. What letters are left? (N-N-Y) What do we do with all the letters that are left? "Y" is at the end of the word. For whom does Mr. Y work at the end of another vowel's word? (E) What did he promise Miss E he would say? (her long sound)*

*What kind of "clue box" must a vowel go in? ("catching clue box") What kind of letters may go in a "starting" or "ending clue box?" (consonants) If "Y" is acting as a vowel, and making a vowel sound, we can not put him in a regular "ending clue box." Only consonants are allowed in the "starting" or "ending clue box."*

*Which of the letters in this word may go in the "ending clue box?" (N and N) What kind of "ending clue box" is needed for double "N?" (a "one-sound-ending squoosh box") Which letter is in the "catching clue box?" (U) "Y" can't be in the "catching clue box" because that is where "U" belongs. What shall we do with "Y?"*



Encourage suggestions from children. Try the plausible ones. Lead to the conclusion that a "clue box" could be made after the "ending clue box" to resemble the "catching clue box" in size; but because *Y* is not the first vowel in the word, only three sides of the "catching clue box" may be drawn. (See diagram.)

Emphasize that the vowel in the "catching clue box" forms the "catch" but that a second vowel sound is heard at the end. Draw a "three-sided-ending vowel box" with a bold frame after the "ending clue box." *Who belongs in this box? (Y) Put "Y" in the "ending vowel box." Now mark the word. Is there cooperation? (yes) "U" has double cooperation. "N" and "N" are cooperating with "U." Put a cooperation sign over the "one-sound-ending squoosh box." What sound will "U" use? (short sound) Mark the letter "U." What does "Y" say? (long sound of E) Put an "E" above "Y's" box and put the long sign over the "E."*

Write the word *rainy* on the board. Draw three "clue boxes," leaving room for silent *I*. Call on a child to fill the "clue boxes." *Who goes in the "catching clue box?" (A) Put "A" in the "catching clue box." Where does "I" belong? (outside the box, because I will be silent) Put "I" after and outside the "catching clue box." Which letter goes in the "starting clue box?" (R) Which letters are left? (N and Y) May "Y" go in a regular "ending clue box?" (no) Why not? (Y works as a vowel.) In what kind*

of box must a vowel make its sound? (a "catching clue box") Which of the letters of the word may go in the "ending clue box?" (N)

What kind of "clue box" is needed for "Y?" (three-sided "ending vowel box") Draw an "ending vowel box" and put "Y" into it. Mark the word. What sign do we put over the "catching clue box?" (long) What sign do we put through "I?" (broken slanted line) What can we put over "Y?" (long E)

CHATTERBOOK PAGE 113: Help children decode words 1-4 adapting the above procedure.

Talk about the words on the lower half of the page. Look at the decoded word "day." Who goes in the "catching clue box?" (A) What letter stands next to "A?" (Y) Is "Y" a consonant or a vowel in this word? (a vowel) Why is "Y" a vowel? (Y is a consonant only at the beginning of a word.) What happens when two vowels stand side by side? (The first vowel is long and the second one is silent.) Since "Y" acts as a vowel and stands next to vowel "A," what will "Y" have to do? (keep silent) If "Y" is silent, where will he have to stand? (outside the "catching clue box") What sound will "A" make? (long sound)

Proceed as above for the remaining words on the page. Allow children who are able to proceed independently. When all words are decoded, children may use the words in sentences.

NOTE: Children may want to know whether Y works for I or E in these words. Tell them that only Mr. Y knows, and he won't tell.

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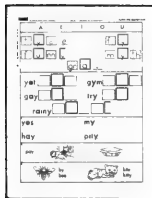
CHALKBOARD PRACTICE: All the words today will have "Y" making "E's" long sound at the end of a word. What special "clue box" will we need? ("ending vowel box") When can "Y" make "E's" sound? (when Y is at the end of a word that has another vowel in the "catching clue box") Dictate any of the words on Chatterbook page 113. In each long-vowel word, tell the class why the vowel is long. Remind the children to put the silent vowel after, and outside, the appropriate "clue box."

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## TEST

Use Alpha One Master #149 to check skills involving Y as a consonant and vowel.

1. Draw a circle around each of the two vowels for whom Mr. Y works.
2. Mark the decoded words.
3. Decode and mark the words.
4. Draw "clue boxes" and decode the words.
5. Draw a circle around the picture that goes with the word.
6. Underline the words that describe the pictures.



## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### CREATIVE WRITING

#### 1. *I Feel*

On the chalkboard write the following incomplete sentences:

1. I feel happy when . . . .
2. I feel mad when . . . .
3. I feel silly when . . . .
4. I feel lucky when . . . .
5. I feel funny when . . . .

Distribute writing paper and encourage the children to complete the sentences by writing original answers.

### FOLLOWING DIRECTIONS

#### 2. *Draw a Picture*

Write the following set of directions on chalkboard or chart paper:

- Draw a home.
- Draw a tree next to the home.
- Draw a bumpy path.
- Draw a kitty running up the path.
- Make the day gray and foggy.
- Make a grassy and a sandy spot.
- Draw a child digging in the sandy spot.

Distribute drawing paper and encourage children to draw a picture following these directions.

### COMPREHENSION

#### 3. *How Many?*

Write the following questions on the chalkboard or on chart paper:

1. How many days are in a week?
2. How many pens do you have?
3. How many eggs can you fry?
4. How many feet are in this room?
5. How many ears are in this room?

Encourage children to write the answers to these questions on an answer sheet numbered 1 to 5.

### OBSERVING DETAIL

#### 4. *Weather Watching*

Encourage children to list daily weather conditions using words such as: *sunny, foggy, rainy, misty, cloudy* (Runaway Word).

### 5. Puppet Theater

Use *Chitter* as *Y*, *Chatter* as *I* and the picture of *E* to play Miss E. The following may be used as a basis for the dialogue. Encourage children to improvise freely.

#### Y WORKING AS A VOWEL

MR. Y:

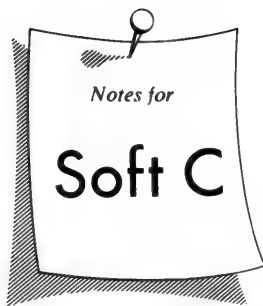
I'll be a vowel and consonant; it's no disgrace,  
And when I'm a vowel I'll take Miss I's place.  
But if I should be at the start of a word,  
Only my consonant sound will be heard.  
Now when I'm a vowel just close each eye,  
And make believe that I'm Miss I.

MISS I:

Only then can you have inspection  
And see if the vowel has cooperation.  
If Miss I were really in the word,  
Would her long or her short sound be heard?

MISS E:

Of course, sometimes *Y* helps Miss E, too;  
For her, there's one thing he will do;  
He'll let Miss E's long vowel sound be heard  
When he's at the end of another vowel's word.  
That way we'll hear the long sound for *E*  
At the end of a word like *story* and *daisy*.



## OBJECTIVES

### General

- Introduction of the soft *C* and its use in words.
- Spelling from dictation, words with soft *C*.
- Introducing the concept that *C* is soft before *Y*.
- Testing and evaluating all skills related to soft *C*.

### Specific

- Find out how Mr. *C* gets another sound.
- Learn when Mr. *C* uses his borrowed sound.
- Hear words in which Mr. *C* uses the *S* sound.
- Spell words in which *C* uses Mr. *S*'s sound.
- Learn about *C*'s sound before *Y*.
- Make sure of soft *C*.

## MATERIALS

Story Picture 21, puppets and stage, *Chatterbooks*, *alphaboards*, Alpha One Masters #105 and #151, materials for small group activities (see end of lesson)

Prepare the puppets, *Chitter* with the letter *C* to represent Mr. *C*, *Chatter* with the letter *K* to represent Mr. *K*.

## MOTIVATION

Display and discuss Story Picture 21. Discuss the expression on Mr. *C*'s face. Talk about what the problem might be.

## DEVELOPMENT

Manipulate the two puppets to look as though they are having a terrible argument. *Things don't look quite right; "C" and "K" are having an argument. We thought everything was settled between "C" and "K."* Review the agreements made between *C* and *K*. *What had they decided to do?* (Mr. *C* makes his sound from Cotton Candy next to *A*, *O* and *U*; Mr. *K* makes his sound from Kick before *E* and *I*.) *Mr. C and Mr K both know that once the name cards are placed, there can be no changes. Why are they arguing again? Poor Mr. K, I think he may cry. What does Mr. C want now?* Read the following story to the children:

Read "How C Got Another Sound."

### HOW C GOT ANOTHER SOUND

*Not long after the day "C" and "K" argued over who would make his sound with the vowels, trouble started again. As you remember, instead of deciding on sounds fairly, Mr. C ran down and placed his name card in front of "A," "O" and "U." Mr. K had his name card in front of "E" and "I." Mr. C still wasn't satisfied. He wanted to stand next to all five vowels. When "K" heard this, he started to cry. Mr. C just chewed his Cotton Candy, and said:*

Mr. K, I don't care how much you cry,  
I want to stand next to E and I.  
No matter how you pout and scowl  
I'll stand in front of every vowel.

*Mr. H saw "C" and "K" arguing. He pulled his hair, and said:*

Here come C and K—things don't look quite right;  
I'm afraid they've had another fight.

*Mr. K was so happy to see Mr. H, he came running over to him, and said:*

Mr. C has his name card with A, O and U.  
Now listen to what he wants to do:  
Next to E and I he wants to be;  
But I must stand next to I and E.  
The K sound is reserved especially for me  
In front of Miss I and also Miss E.

*Mr. C saw that Mr. H agreed with "K." He was still determined to stand in front of Miss E and Miss I; however, he thought that perhaps he was being too greedy. As he wondered what to do, he saw Mr. S, who was just about to leave the meeting hall. This gave Mr. C an idea. He said to "K" in a sweet voice:*

Mr. K, I won't take your sound;  
I see someone else around.  
When I stand in front of E and I, I guess  
I could borrow a sound from Mr. S.

*Mr. S was surprised to hear this. He was glad that Mr. C would not take kind Mr. K's sound. He also thought that it was only right that Mr. C use the "S" sound sometimes. After all, his name, C, started with the "S" sound. Anyway, Mr. S had no time to argue because he was already late for an appointment, so he said:*

If K can keep his sound, I will agree  
To let C have a sound from me.  
I guess C has a proper claim;  
My sound goes exactly with his name.  
C may say S before E and I.  
Now I must really fly, bye-bye.

*Saying that, Mr. S flew off in his Super Socks. This decision pleased everyone. Mr. C was very happy; he could now make the "K" sound in front of "A," "O" and "U" in words such as "cat," "cod" and "cub;" and he could say the "S" sound in front of "E" and "I," in such words as "cider" and "cement." Mr. K was glad too, because he had his way: he was still the only one who could make the "K" sound in front of Miss E and Miss I. Mr. H was glad the problem was solved, and said:*

Mr. S was really dandy;  
He is sweeter than Cotton Candy.  
Now Mr. C, you've had your way,  
And Mr. K, you've had your say.

Take your ball, go out to play  
Before my hair starts turning gray.

*Why were Mr. C and Mr. K arguing? (Mr. C wanted to make a sound next to E and I.) This time, Mr. K did not let Mr. C push him around. He told Mr. C that Mr. C can never use the "K" sound before Miss E or Miss I in a word. How did Mr. C solve that problem? (He asked Mr. S to lend him a sound.) When may Mr. C use Mr. S's sound? (when Mr. C stands before Miss E or Miss I)*

Write the word *cent* on the board. Choose a child to decode it. *Who goes in the "catching clue box?" (E) Who starts the word? (C) Now we must check and see in front of which vowel Mr. C stands. If he stands in front of "A," "O" or "U" he may use the "K" sound; but if he is in front of "E" or "I" he cannot use the "K" sound. He uses Mr. S's sound. In front of which vowel does "C" stand in this word? (Mr. C stands in front of E.) What shall we draw over "C" so we will remember that he is using the "S" sound? (Elicit and try all the children's suggestions. The children might like to use the characteristic as shown in the Chatterbook which is Cotton Candy, with the letter S written on it.) What sound ends the word? (N and T squoosh) Fill the "ending squoosh box." Who can read the word? Remember not to break the sound. Let the whole word come out together in one part. Follow the same procedure with the word *city*.*

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CHATTERBOOK PAGE 114: *Look at the picture clues above the letter "C" in the words on this page. Which sound will "C" use in these words? (C will be using the S sound.) How can you tell? (C's characteristic, Cotton Candy, has S on it.)*

Help the children decode the first two words (in which C is in the initial position). C appears in other parts of the words on the rest of the page. Be sure children know that it doesn't matter in what part of the word C appears. If C is in front of E or I, C must use the S sound.

Demonstrate the decoding of *nice* on the board as children decode in their Chatterbooks. *Who goes in the "catching clue box?" (I) Put "I" in the "catching clue box." Whose sound starts the word? (C using the S sound) Put "C" in the "ending clue box." Where do we put the "E?" (outside the "ending clue box." E gives up her sound.) Let's mark the word. What sign do we put over the "I?" (long sign) Why? (silent E) What does "C" say in this word? (He uses the S sound, because he is in front of E.) Read the word.*

Proceed as above for the remaining words on the page. Explain to the children that in the words *fence* and *dance*, the first vowel is followed by two letters (double cooperation) so E's influence is not felt, and the vowel is short. Mr. C uses the S sound because he stands before E.

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WRITTEN PRACTICE: Distribute *alphaboards*. Tell the children that the words will all have C using the S sound. *The first word is "rice." The clue is that "E" gives up her sound at the end of the word. Put the silent "E" where it belongs. Who goes in the "catching clue box?" (I)*

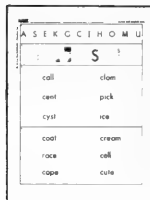
Fill the "catching clue box." Who starts the word? (R) Fill the "starting clue box." Repeat the word *rice*. Remind the children that there is no *S* in the word. Who uses Mr. *S*'s sound? (C) Fill the "ending clue box." Mark the word. Spell the word aloud. Dictate any words from Chatterbook page 114.

Explain to the children that in the words *force*, *peace* and *fleece*, the silent *E* does not affect the vowel sound. It is there for *C*, so that *C* can have the soft sound.

Write the word *fancy* on the board. Who goes in the "catching clue box?" (Miss A) What letter is at the end of the word? (Y) Whose sound will "Y" make? (Y will make Miss E's long sound.) Which letter stands before "Y?" (C) Whose sound will "C" take since "Y" is making Miss E's sound? (Mr. S's) A child may put the *A* in the "catching clue box," the *Y* in the "three-sided vowel box," the *F* in the "starting clue box," and the *NC* in the "ending squoosh box."



Distribute copies of Alpha One Master #150. Direct children to read each sentence and find the correct word for the blank. They may then fill the blank and read the sentences aloud to each other. Answers: (1) price (2) mice (3) ice (4) racing (5) cent.



## TEST

Use Alpha One Master #151 to check skills involving soft *C*. Instructions for each exercise are as follows:

1. Circle the letter whose sound Mr. *C* will sometimes borrow.
2. Circle the characteristic that shows *C*'s other sound.
3. Underline the words in which Mr. *C* uses his borrowed sound.
4. Underline the words in which *C* uses his sound from Cotton Candy.

## BOOKS

When this lesson is completed the children are ready to read *Lunch At The Green Coach Inn* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

**HOMEWORK OR FOLLOW-UP:** Find at least one each of the words that have "CI," "CE" and "CY" and paste them in your notebook. Dramatize and illustrate the story of how "C" got another sound.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. "C" and "K" Hunt

Looking in newspapers and magazines, children find words in which *C* is in front of *E* or *I* or *Y*. Encourage children to decode words.

## 2. Puppetry

Using *Chitter* and *Chatter* and Letter Meeting Greeting Cards, children may re-create the dialogue between *C* and *K*. They may use the following script. Story Picture 21 may be used as background.

- Mr. H: Here come *C* and *K*—things don't look quite right;  
I'm afraid they've had another fight.
- Mr. K: Mr. *C* doesn't know how to share;  
He wants to stand with *E* and *I*. That's unfair!  
Mr. *C* stands next to vowels *A*, *O* and *U*,  
Leaving me, poor *K* with only two.  
Now *C* wants to take even those two away,  
But *E* and *I* must stand with *K*.  
The *K* sound is reserved especially for me.  
In front of Miss *I* and Miss *E*.
- Mr. C: Mr. *K*, I won't take your sound;  
I see someone else around.  
When I stand in front of *E* and *I*, I guess  
I could borrow a sound from Mr. *S*.
- Mr. S: If *K* can keep his sound, I will agree  
To let *C* have a sound from me.  
I guess *C* has a proper claim;  
My sound goes exactly with his name.  
*C* may say *S* before *E* and *I*,  
Now I must really fly, bye-bye.
- Mr. H: Mr. *S* was really dandy;  
He is sweeter than Cotton Candy.  
Now Mr. *C*, you've had your way,  
And Mr. *K*, you've had your say.  
Take your ball, go out to play  
Before my hair starts turning gray.

## COMPREHENSION

### 3. In What Place?

TEACHER PREPARATION: Write the following questions on 3" x 5" index cards:

1. In which place can we get parts for a fence?
2. In which place can we get white mice?
3. In which place can we get a slice of cake?
4. In which place can we get a lace for a skate?
5. In which place can we get a roast beef?
6. In which place can we get a nice, big candy bar?

Children may work in pairs alternately reading and answering these questions. They may be encouraged to write their answers.



## OBJECTIVES

### General

- Introduction of the soft *G* sound.
- Reading words with the soft *G* sound.
- Spelling, from dictation, words in which *G* is soft.
- Testing and evaluating all skills related to soft *G*.

### Specific

- Listen to the story of how *G* gets to use *J*'s sound.
- Break the code for words in which *G* uses *J*'s sound.
- Spell words in which *G* uses the *J* sound.
- Make sure of soft *G*.

NOTE: Since we are still confined to one-syllable words, we are concentrating on the soft *G* sound before silent *E*, as most soft *G*, one syllable words are in this category. We are, however, setting the stage for decoding words such as *giant*, *gentle*, *general*, *midget* and *paging* by establishing the principle that *G* will *sometimes* use the *J* sound before *E* and *I*. Although few one-syllable words have *Y* placed by a *G* as in the word *gym*, we are preparing for later decoding of words such as *stingy*.

## MATERIALS

*Chatterbooks*, Story Picture 22, *alphaboards*, Alpha One Masters #152 and #153, drawing paper, materials for small group activities (see end of lesson)

## MOTIVATION

*Copy cat* is written on the board as two separate words.

## DEVELOPMENT

Children may read the words on the board. Discuss the meaning of *copycat*. Children may give examples from their own experiences. *Some of the letters have nicknames. One of the consonants has been nicknamed "Copycat." He wants to copy Mr. C. Since Mr. C got to use Mr. S's sound which sounds like his name, "G" would also like a chance to use a sound that goes with his name.* Read and discuss "How G Got Another Sound."

### HOW MR. G GOT ANOTHER SOUND

*No sooner did C get Mr. S's sound next to E and I, than gooeey Mr. G came storming in and said to Mr. H:*

What about an extra sound for me,  
One that fits with the name of *G*.  
If my request should be refused,  
My name and sound will stay confused.  
When names and sounds were given out,  
They belonged together, without a doubt.  
Mr. B's name goes with *Beautiful Buttons*,  
Mr. P has *Pointy Patches*,  
Mr. F has *Funny Feet*.

Their sounds and names are perfect matches.  
Mr. D and *Delicious Doughnuts*,  
Mr. R and *Rubberbands*,  
Mr. M and *Munching Mouth*,  
Their names and sounds together stand.  
If names and sounds should get along,  
Then G and *Goopy Gum* are wrong  
Can someone tell me just how come  
Mr. G has *Goopy Gum*?  
Of all the boys just C and G  
Have names and sounds that don't agree.  
S's sound and C's name fit,  
So Mr. S let him borrow it.  
Since my name is Mr. G,  
I will have to look and see  
Whose letter sound seems most to fit,  
Then get permission to borrow it.

*What reason does Mr. G give for needing another sound?* (He says that his name and sound don't fit.) Remind the children that Mr. S let Mr. C borrow his sound because Mr. C's name starts the same way as Mr. S's sound. Ask the children to say G aloud all together. *Whose sound seems to fit with "G's" name?* Allow children to discuss and speculate. Read the rest of the story.

*Mr. G went through the alphabet, starting with a'choo and Beautiful Buttons. He passed Cotton Candy and Delicious Doughnuts and Exercise, Funny Feet and Horrible Hair. Then he stopped at Mr. J and his Jumbled Junk, and said to himself, "Jumping Jiminee! That's the sound by gum!" Then Mr. G smiled sweetly, took the gum out of his mouth and said to Mr. J:*

If C uses S's sound some days,  
May I sometimes use Mr. J's?  
Mr. J, I hope and trust  
You will agree; it is a must!  
Please lend your sound to me;  
*Jumbled Junk* sounds just like G.

*Mr. J sat listening, and he thought for a while. It was true that Jumbled Junk started with the same sound as Mr. G's name. So Mr. J said:*

Mr. G, J's sound I'll gladly share,  
If you use it only sometimes as a spare.

*Mr. G was so happy, he said:*

Mr. J, you're very kind;  
A friend like you is hard to find.  
I'll use your sound just when you say;  
Please tell me when, and in which way.

*Mr. J answered:*

You may always take J's sound from me  
When you stand before silent E.

Some days you may also use my sound, I guess  
The way *C* uses the sound for *S*.

*Mr. G* agreed:

Sometimes I'll use it before *E* and *I*  
And when *I*'s place is taken by *Y*.

*Whose sound did "G" want to use? (Mr. J's) Will Mr. J let "G" borrow his sound? (yes) Remember, Mr. G is a copycat. He is copying Mr. C. When does Mr. C use "S's" sound? (in front of E, I and Y) Will Mr. G always use "J's" sound in front of "E," "I" and "Y?" (no, only sometimes) How will we know? (We have to try both ways.) When will he always use "J's" sound? (in front of silent E)*

Write the words *gin* and *gill* on the board. Call on children to decode and mark the words. Elicit the statement that both words start with *G* and are followed by short *I*. *How will we know whether "G" is using "J's" sound or his own? (We'll have to try it either way.)* Call on several children to decode the words trying both sounds for *G*. Elicit the observation that in *gin*, *G* uses Mr. J's sound, and in *gill*, *G* uses his own.

Repeat the procedure with *gem* and *get*. (Tell the class that *jet* is spelled with *J*, and that *get* has Mr. G's own sound.)

Write the word *page* on the board. Have a child decode the word. *Who goes in the "catching clue box?" (A) Where does "E" go? (outside the "ending clue box") Which letter goes in the "starting clue box?" (P) Which letter goes in the "ending clue box?" (G) Mark the word. (long sign over A, broken slanted line through E) Before which letter does "G" stand? (silent E) What will "G" say? (G uses J's sound before silent E.) What shall we put over "G" so we will remember "G" is using "J's" sound? The characteristic used in the *Chatterbook* is G's gum with the letter *J* written on it.*

\*\*\*\*

CHATTERBOOK PAGE 115: Elicit the observation that *G* stands before silent *E* in every word; therefore the special characteristic is drawn over the *G*.

NOTE: The last four words (i.e., *ridge*, *badge*, *fudge*, *edge*) have an "ending squoosh box," combining the *D* and the soft *G* sound.

\*\*\*\*

Display Story Picture 22 and discuss it with the children. Let the children retell "How G Got Another Sound." *What vowels do you see in the picture? (E and I) What other letter is there? (Y) What do you think Mr. Y is doing there? (Mr. Y works for E and I.) What sound do you think "G" will use before "Y?" (When Mr. G stands before Y, he may use J's sound.)* Demonstrate by decoding the word *gym*.

\*\*\*\*

WRITTEN PRACTICE: Distribute *alphaboards*. Tell the children to draw three "clue boxes." *The first word is "rage." Who goes in the "catching clue box?" (A) What does "A" say? (the long sound) Fill the "catching clue box." The first clue is that "A" is long because silent "E" is at the end of the word. Put the "E" outside the "ending clue box." Which let-*



9. When the fudge is not hot, slice it up.
10. Eat it. Mmm!

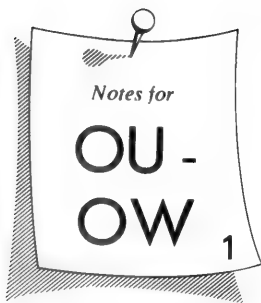
Allow children to read and follow the directions with careful adult supervision.

#### DRAMATIC PLAY

#### 3. *How Mr. G Got Another Sound*

Using the following poetry text for a script, children may dramatize the story, "How G Got Another Sound." Story Picture 22 may be used as a background.

- MR. G:       What about an extra sound for me,  
                  One that fits with the name of *G*?  
                  If names and sounds should get along,  
                  Then *G* and Gooley Gum are wrong.  
                  Of all the boys, just *C* and *G*  
                  Have names and sounds that don't agree.  
                  Mr. S's sound and C's name fit,  
                  So Mr. S let him borrow it.  
                  Jumbled Junk sounds just like *G*;  
                  Mr. J, will you lend it to me?
- MR. J:       Mr. G, *J*'s sound I'll gladly share,  
                  But you may use it only sometimes as a spare.  
                  You may always take *J*'s sound from me  
                  When you stand before silent *E*.  
                  Some days you may also use my sound, I guess,  
                  The way *C* uses the sound for *S*.
- MR. G:       Sometimes I'll use your sound before *E* and *I*  
                  And when *I*'s place is taken by *Y*.



## OBJECTIVES

### General

- Introduction of a special vowel sound for *OU*.
- Auditory recognition of words having the *ou* sound, as in *out* and *cow*.
- Decoding words with the *ou* sound.
- Spelling, from dictation, words in which the *ou* sound is spelled either *OU* or *OW*.

### Specific

- Listen to a story about the *ou* sound.
- Hear words in which Miss O and Miss U stand side by side.
- Decode words in which *O* and *U* stand side by side.
- Listen to words in which *O* and *W* make the *ou* sound.
- Decode words in which *O* and *W* make the *ou* sound.
- Spell words in which *O* and *W*, and *O* and *U* make the *ou* sound.

## MATERIALS

Story Picture 23, record #2, Picture of Mr. W, *Chatterbooks*, *alpha-boards*, Alpha One Master #154, materials for small group activities (see end of lesson)

## MOTIVATION

Story Picture 23 is on display.

## DEVELOPMENT

Discuss the story Picture with children. Discussion questions: *What is Miss U doing?* (poking Miss O with an umbrella) *If somebody poked you with an umbrella, what would you say?* (Elicit "Ou!") *Let's find out what happens.*

Play record #2, Side B, band 4 (*How Now*). Stop after the first section in which Miss O and Miss U repeat the *ou* words (*sound, ground, pout, shout*).

*What sound did Miss O say when Miss U's Umbrella poked her?* (Ou!) *What special sound do "O" and "U" make together?* (ou)

\*\*\*\*

CHATTERBOOK PAGE 116 (top): Look at the "catching clue boxes." *Why do you think they are divided?* (Two letters go into them.) *Look at the words on the top part of the page. Who will go in the "catching clue box?"* (OU)

Write the word *loud* on the board. Draw the appropriate "clue boxes" and demonstrate as children decode in *Chatterbooks*. A child may divide the "catching clue box" on the board by drawing a vertical line down the middle. Remind children that *O* and *U* side by side make a special vowel sound. *Is "O" the only vowel?* (No! *O* and *U* are together in the word. Together they say *ou*.) *Put "O" in the first part of the*

"catching clue box." Put "U" in the second part of the "catching clue box." Who starts the word? (L) Fill the "starting clue box." Who ends the word? (D) Fill the "ending clue box." Connect all the sounds when you read the word.

Write the word *house* on the board. Which vowels make a sound in this word? (O and U) "O" and "U" together say "ou." Which letter is at the end of the word? (silent E) Can silent "E" change a special vowel sound? (no)

Play the record, from the beginning and stop after the section in which Miss O and Mr. W repeat the *ow* words *How now, brown cow*.

How will Mr. W help Miss O? (He will take Miss U's place in the *ou* sound.) How did this make Miss O feel? What were some of the words we heard in which "O" and "W" stood side by side and made the "ou" sound? (*how, now, brown, cow*)

CHATTERBOOK PAGE 116 (middle): Write the word *cow* on the board. Draw the appropriate "clue boxes," and demonstrate the decoding as the children work in their *Chatterbooks*. What kind of "catching clue boxes" are there? (divided) A child may divide the "catching clue box" on the board. Who goes in the "catching clue box?" (O and W) Whose place is "W" taking? (W is there for U.) Put "O" in the first part of the "catching clue box," and "W" in the second part. Which letter starts the word? (C) Put "C" in the "starting clue box." Read the word. Proceed as above for the words in part B, allowing children who are able to work independently.

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WRITTEN PRACTICE: All the words will have the "ou" sound. What will you need to know as an extra clue? (who makes the *ou* sound with O)

Draw three "clue boxes," and divide the "catching clue box." The first word is "town." The first clue is that "W" is working for "U" in the word. Put "O" in the first part of the "catching clue box," and "W" in the second part. Listen again: "town." What letter starts the word? (T)

Fill the "starting clue box." Repeat the word *town*. Fill the "ending clue box." Read the word. Write the word without "clue boxes." Everyone spell the word together aloud. A child may write the word on the board, and give a sentence using it. Follow the same procedure for any of the *OU* and *OW* words that have been decoded on *Chatterbook* page 116. In each case, the children must be told which letter makes the *ou* sound with O. In the word *house*, remind the children that even though E is silent at the end, a special vowel sound remains unchanged.

\*\*\*\*

Distribute copies of Alpha One Master #154. Have the children fill in the appropriate endings to the sentences.

HOMEWORK OR FOLLOW-UP: Collect words from printed material in which "OU" and "OW" make the "ou" sound.



## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### COMPREHENSION

#### 1. Sentence Illustrations

Children may copy, read and illustrate the following sentences:

1. Hear the grouch shout, "Ouch, ouch!"
2. Did you see the mouse frown?
3. The brown cow sat on the ground.
4. I found a gown down town.

### SCIENCE

#### 2. Keep Out The Sun

TEACHER PREPARATION: Write the following directions on the board or on chart paper:

1. Get a plant.
2. Cut oak tag in a round shape. It can be the size of a penny.
3. Clip it to a leaf.
4. Wait about a week.
5. How did the leaf change?
6. Check the leaf next to it.
7. Why did the leaf change?

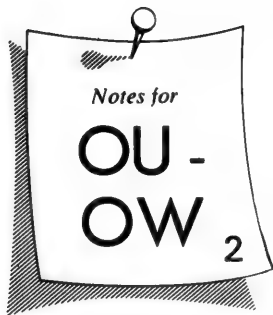
Children may work independently and should be encouraged to record their findings.

### SPELLING

#### 3. Team Dictation

Children may work in pairs taking turns dictating words while the other child writes the words on his *alphaboard*. Use the following words: *round, frown, pound, found, brown, shout, stout, now*.

The child who is dictating must tell the child who is writing the words, whether *OU* or *OW* makes the *ou* sound.



## OBJECTIVES

### General

- Reviewing the *ou* sound as made by *OU* and *OW*.
- Introduction of *OW* as the long *O* sound.
- Reading sentences for meaning.
- Spelling, from dictation, words in which *OW* says  $\bar{o}$ .
- Testing and evaluating all skills related to *OU* and *OW*.

### Specific

- Hear the whole story of the *ou* sound.
- Read about *O* and *U*.
- Spell words in which *OW* says  $\bar{o}$ .
- Make sure of *OU* and *OW*.

## MATERIALS

Puppet stage and puppets, pictures of Letter People, Record #2, *Chatterbooks*, *alphabords*, Alpha One Masters #155 and #156, materials for small group activities (see end of lesson)

## MOTIVATION

Puppet stage and puppets or Letter People are on display.

## DEVELOPMENT

Using the puppets or pictures of the Letter People, encourage the children to tell the story about *OU* and *OW* in their own words. The children should emphasize that *O* and *U* say *ou*, and that Miss *O* is very happy about this arrangement because she can be in two *ou* sounds.

*Miss O loves to make different sounds. Listen to what happens next.*  
Play record #2, side B, band 4 from beginning to end.

Write the word *glow* on the board. Call on a child to draw the appropriate "clue boxes." *What letters start the word? (GL) What kind of "starting clue box" do we need? ("squooosh") Who goes in the "catching clue box?" (OW) What kind of "catching clue box" do we need? (divided) There is no "ending clue box." Read the word. Try the "ou" sound first, and if it does not make sense, try the " $\bar{o}$ " sound.* Let the children decide which is the correct pronunciation. ( $\bar{o}$ )

CHATTERBOOK PAGE 116 (bottom): *Look at all the "clue boxes." What do you see? (Every "catching clue box" is divided.) What does that tell us? (Two letters start in the "catching clue box.") Look at the first word (grow). Who goes in the "catching clue box?" (O and W) Put "O" and "W" in the "catching clue box." What letters start the word? (G and R) Put "GR" in the "starting squoosh box."* The children should try to use the *ou* sound; and when the word makes no sense, they should try the  $\bar{o}$  sound. Proceed as above for the rest of the words on the page. Children who are able, may proceed independently.

\*\*\*\*

CHATTERBOOK PAGE 117: Discuss the illustrations with the children and read the sentences below them. Encourage other suggestions for captions that would be suitable.



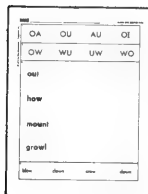
**WRITTEN PRACTICE:** *In this lesson all the words have the long "O" sound, and the "catching clue box" is divided. Does that tell you how the long "O" sound is being made?* (It must be made by O and W because there are two letters in the "catching clue box" that make the long O sound.) Dictate the words from *Chatterbook* page 116. In addition, the following words may be used: *low, glow, flow, crow, mow, blow.*

Distribute copies of Alpha One Master #155. Have the children follow the directions and draw their answers.

### TEST

Use Alpha One Master #156. Instructions for each exercise are as follows:

1. Draw a circle around the letters that make the *ou* sound.
2. Draw a circle around the letters that also sometimes make the *ou* sound.
3. Draw "clue boxes" and decode the words.
4. Draw a line under the words in which *O* and *W* make the long *O* sound.



### BOOKS

When this lesson is completed the children are ready to read *The File of Mr. X* in the *Alpha Days* reader. See suggested discussion questions in the *Alpha Days* teacher's edition.

**HOMEWORK OR FOLLOW-UP:** *Collect words that have "OW" in them, and decide whether "OW" says "ou" or "o."* Play "Guess What We Say." One child writes a word having *OW* in it on the board, and another child tries to guess what sound *OW* is making.

### INDIVIDUAL AND SMALL GROUP ACTIVITIES

#### VOCABULARY

#### 1. Present—Past

**TEACHER PREPARATION:** Write the following pairs of words on the chalkboard: (1) *grow, grown* (2) *throw, thrown* (3) *blow, blown*. Leave some space between the words.

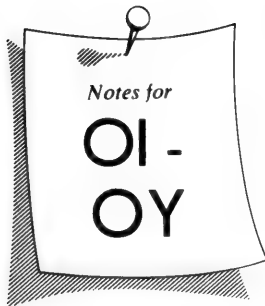
Direct children to read each word and beside it draw a picture of what the word says. Demonstrate with words *grow* and *grown*. (e.g., Beside *grow*—a small tree or sapling, beside *grown*—a fully grown tree.)

#### SPELLING

#### 2. Team Dictation

Children may work in pairs taking turns dictating words to their partners who write the words on their *alphaboards*. Use the following words: *mow, throw, how, low, found, row, show, ground.*

The child who is dictating must inform the child who is writing whether *OU* or *OW* makes the *ou* sound.



## OBJECTIVES

### General

- Introduction of the *oi* sound.
- Auditory recognition of the *oi* sound.
- Decoding words which have the *oi* sound.
- Spelling words that have the *oi* sound.
- Reading sentences for meaning.
- Testing and evaluating skills related to *O* and *I*.

### Specific

- Find out about a special vowel sound for *O* and *I*.
- Listen to words that have the *oi* sound.
- Decode words that have the *oi* sound.
- Spell words having the *oi* sound.
- Reading about *O* and *I*.
- Make sure of *O* and *I*.

## MATERIALS

Picture of Miss O, Story Picture 24, *alphabords*, *Chatterbooks*, Alpha One Masters #157 and #158, materials for small group activities (see end of lesson.)

## MOTIVATION

Place the picture of Miss O on the chalkboard. Write the sentence "I need more sounds." above it.

## DEVELOPMENT

Call on a child to read the sentence on the board. *What are all the sounds that Miss O can say?* (The short sound, *ŏ*; the long sound *ō*; the *or* sound with *R*; the *ou* sound with *U*; the *ow* sound with *W*.) Write all the sounds on the board.

*Miss O is being obstinate again. She has lots of sounds, but she wants more.* Read the following story to the children:

### MISS O DOES IT AGAIN

*The more sounds Miss O had, the more she wanted. Now Miss O wanted to make a sound with Miss I, but she couldn't decide how to convince her to do it. Miss O sat at the edge of the pool. She had been swimming all day and had not even had a nap. She was so sleepy that she yawned and yawned. This yawning made her think of Mr. Y, and it gave her a great idea for a special vowel sound. She jumped up and went to see Miss I, and said sweetly to her:*

Miss I, will you please try.  
A special sound for *O* and *I*?

*Now Miss I was busy wiggle hopping and she was in no mood to make special sounds with Miss O. She said to Miss O, "I think you are in enough sounds! Besides, sometimes I am too busy with my Itchy Itch to stand in a divided "catching clue box."*

*Then Miss O said, "I have a very good idea! If you agree to make a sound with me, then you could at the same time make your good friend, Mr. Y, happy." Miss I looked up at Miss O and asked, "How could a sound for O and I make Y happy?" Miss O looked at Miss I and asked, "What does Mr. Y want to do more than anything else?"*

*Miss I thought a moment, and then said, "Mr. Y likes to be in a lot of words. That's why we let him be a vowel."*

*"Very well," said Miss O. "When Mr. Y is a vowel, he usually works for you. Isn't that right?"*

*"That's right," said Miss I.*

*"Well then," said Miss O, "if you agree to make a sound for O and I with me, then when you are too busy to stand in the divided "catching clue box" with me, Mr. Y can take your place. Just think of how happy he will be when you tell him that he can be in a special vowel sound."*

*Miss I thought a moment. It was true. A special vowel sound would please Mr. Y very much indeed. She turned to Miss O and said:*

I know that Y would love to be  
In a special sound, so I'll agree;  
But the sound we choose for O and I.  
Must be especially for Mr. Y.

*Miss O was so happy to be able to make another sound that she gladly agreed to let Miss I be the one to choose a special sound for O and I. Miss I thought for a moment and then she said:*

A special boy sound we must find.  
So let's keep the word *boy* in mind.  
Let's drop the *B* from *boy*  
And keep the special sound of *oi*.  
This *oi* sound will be for *O* and *I*,  
And when I'm too busy, I'll send for *Y*.  
*O* and *I* will say *oi* in *boil*,  
And *coin* and *join* and also *soil*.  
*O* and *Y* will say *oi* in *boy*,  
And *ploy* and *coy* and *toy*.

*How did Miss O convince Miss I to make a special vowel sound? (to please Mr. Y) From what word was the special vowel sound for "O" and "I" taken? (boy) Why was the word "boy" picked? (Mr. Y is a boy.) When Miss I is too busy, who takes her place in "oi"? (Mr. Y)*

Write the word *soil* on the board and draw three "clue boxes." Choose a child to divide the "catching clue box" on the board and write *O* and *I* in it. What letter starts the word? (*S*) What letter ends the word? (*L*) How can we remember the "oi" sound? (*boy*) Adapt procedure for the word *toy*.

\*\*\*\*

CHATTERBOOK PAGE 118: Have children decode the *oi* words. *Why are all the "catching clue boxes" divided?* (Two letters go into them.) *In the first word who goes in the "catching clue box?"* (O and I) *Who starts the word?* (B) *Who ends the word?* (L) Repeat the procedure for the remaining words on the page. For the words that have OY, remind the children that Y works for I.

\*\*\*\*

Display Story Picture 24. Read the following lines to the children, pointing to the characters as they speak.

OI AND OY

MISS O:

And now Miss I, will you please try  
A special sound for O and I?

MISS I:

I really do not care to try,  
But I will do it for Mr. Y.  
I know that Y would love to be  
In a special sound so I'll agree.  
But the sound we choose for O and I.  
Must be especially for Mr. Y.

MISS O:

Thank you, Miss I, for being so kind;  
Which sound for O and I shall we find?

MISS I:

A special boy sound we must find;  
So let's keep the word *boy* in mind.  
Let's drop the B from the word *boy*,  
And keep the special sound of *oi*.  
This *oi* sound will be for O and I,  
And when I'm too busy, I'll send for Y.

Discuss the illustration. Encourage the children to retell the story "Miss O Does It Again," using puppets or pictures of the Letter People.

WRITTEN PRACTICE: *All words will have the "oi" sound.* Tell the children that the *oi* sound will be made by O and I unless they are told that Y is taking I's place in a word. *What kind of "catching clue box" will we need?* (divided) *Why must we divide the "catching clue box?"* (Two letters, OI or OY, stand in it.) *The first word is "join." Who makes the "oi" sound?* (O and I) *Who goes in the "catching clue box?"* (O and I) *Put "O" and "I" in the "catching clue box." Fill the "starting" and "ending clue boxes." Read the word. Now write the word without "clue boxes."* Have a child write the word on the board as children spell it aloud—first with eyes open, then with eyes closed.

Continue the same procedure for any of the words on *Chatterbook* page 118. In words that are spelled with OY, be sure to tell the children that Y is taking Miss I's place in the *oi* sound. In the word *voice*, the children should be told that there is no S in the word, so they may recall

that Mr. C borrows the *S* sound. Then ask them who must stand next to Mr. C so that he is allowed to use the *S* sound. (*E* or *I*) Elicit that since the vowel is at the end, and silent, it must be *E*. Point out that Miss E is there only for Mr. C. Silent Miss E usually doesn't interfere with a special vowel sound. After the words are written each child may choose one of the words, spell it and use it in a sentence.

\*\*\*\*

CHATTERBOOK PAGE 119: Discuss the illustrations, encouraging children to tell which part of the *OI* story is being depicted. Then ask children to read the accompanying sentences to themselves, and to look up when they think they can read them. The children who still have difficulty may draw "clue boxes" around words they can not read. This will facilitate the decoding. When all children are ready, children may read the sentences aloud. Then other suitable captions may be suggested.

Distribute copies of Alpha One Master #157. Have children read the passage and answer the questions.

## TEST

Use Alpha One Master #158. Instructions for each exercise are as follows:

1. Draw a circle around the letters that make the *oi* sound.
2. Draw a circle around the letters that also sometimes make the *oi* sound.
3. Draw "clue boxes" and decode the words.
4. Underline the words that match the pictures.

HOMEWORK OR FOLLOW-UP: Copy the following sentences in notebooks and underline all words with the "oi" sound. Read and illustrate the sentences.

1. The boy found a toy coin in the moist soil.
2. The boy will join the voice club.
3. Joy points to her choice.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### 1. Rhyme Time

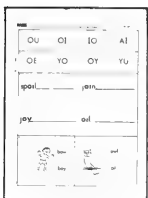
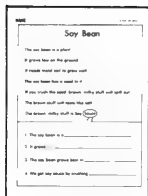
Children may copy the following rhymes, think of words that will complete each rhyme and write them in the blanks:

1. I am a boy.  
I play with a . . . .
2. The pot of hot oil  
Came to a . . . .

### 2. Tin Foil Experiment

TEACHER PREPARATION: Write the following directions to the children on the board or on chart paper:

1. Use tin foil.



## VOCABULARY

## SCIENCE

2. Put it on a hand.
3. Place your hands in the sun.
4. Keep them in the sun for a while.
5. Did your hands get hot.
6. Which hand got hot first?
7. Why did that hand get hot first?

Children read directions and work independently. They may be encouraged to record their findings.

#### **SPELLING**

##### **3. Team Dictation**

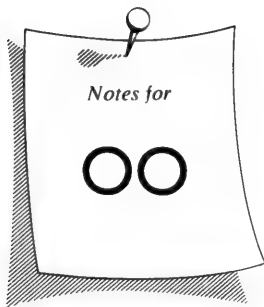
Children work in pairs, taking turns dictating and writing words on *alphabords*. Use the following words: *foil, soil, coin, toil, boy, coil, joy, broil*.

The child who is dictating words must inform the child who is writing whether *OI* or *OY* makes the *oi* sound.

#### **MATHEMATICS**

##### **4. Coins**

Provide a variety of coins and encourage children to designate equivalents.



## OBJECTIVES

### General

- Introduction of the long and short *OO* sounds.
- Decoding words that have the short *OO* sound.
- Auditory discrimination between long and short *OO* sounds.
- Marking the  $\overline{oo}$  and  $\underset{\cdot}{oo}$  sounds with long and short diacritical marks.
- Decoding words with *OO* sounds.
- Spelling, from dictation, words that have the short *OO* sound.
- Reading sentences for meaning.
- Testing and evaluating all skills related to *OO*.

### Specific

- Listen to the story of how *O* and *O* got two *oo* sounds.
- Hear and decode words that have the *OO* sounds we hear in *pool* and *look*.
- Spell and mark words that have *O* and *O*.
- Read about *O* and *O*.
- Make sure of *OO*.

## MATERIALS

Story Picture 25, Picture of Miss O, Record #2, *Chatterbooks*, *alpha-boards*, long and short sign Symbol Cards, Alpha One Masters #159, #160 and #161, materials for small group activities (see end of lesson)

## MOTIVATION

Story Picture 25 is displayed

## DEVELOPMENT

Discuss the appearance of Miss O in the pool. (The *O* is reflected in the pool.) Play record 2, side B, band 5 (*Look in the Pool*). Discuss the story.

Write the word *food* on the board. *Let's look at the word. "O" is the first vowel. There's another "O" after it. If this were not a special sound, what would the sound be?* (a long *O* sound because the second vowel would be silent) *Miss O decided that "O" and "O" should be a special vowel sound. What is the first sound she decided to make?* ( $\overline{oo}$  from *pool*) *Let's all say "pool," and listen to the " $\overline{oo}$ " sound. Now look at the word "food" on the board again. Who goes in the "catching clue box?"* (*O* and *O*) *What do they say?* ( $\overline{oo}$ ) *What letter starts the word?* (*F*) *What letter ends the word?* (*D*) *Now read the word. What are some of the " $\overline{oo}$ " words we heard that sound like "pool?"* (e.g., *cool, tool, pool, school*)

CHATTERBOOK PAGE 120: Help the children decode the first five words. *What can you tell about the "catching clue boxes?"* (They are divided.) *What letters do you think will stand in the "catching clue boxes."* (*O* and *O*) Write the word *boot* on the board, and decode it as children decode in their *Chatterbooks*. *Look at the word again. Who goes in the "catching clue box?"* (*O* and *O*) *Put "O" and "O" in the "catching clue box."* *What letter starts the word?* (*B*) *Fill the "starting clue box."* *What letter ends the word?* (*T*) *Fill the "ending clue box."* *What will the vowels say?*

(*oo*) Proceed as above until children can work independently. Remind children that in the word *choose*, *E* is silent at the end of the word. She gives up her sound, but she does not change a special vowel sound.

*"O" and "O" say "oo." Miss O has another sound for "O" and "O." What word must we remember for the other sound for "O" and "O?" (look) We hear the "oo" sound in "look." What are some other words that have the "oo" sound we hear in "look?" (e.g., book, took, squoosh)*

CHATTERBOOK PAGE 120: Have the children decode words 6-9. *Two words have the "oo" sound as in "look." What can we say about the "catching clue boxes?" (They are all divided.) What does this tell us? (Two letters go in the "catching clue boxes.") Who will be in the "catching clue box?" (O and O) What will they say? (oo) From what word did Miss O get the "oo" sound? (look) Write the first word (hook) on the board. A child may draw and divide the "catching clue box." Demonstrate on the board as children work in their books. Put "O" and "O" in the "catching clue box." What letter starts the word? (H) What letter ends the word? (K) Fill the "starting" and "ending clue boxes." Repeat this procedure for the remaining words on the page. When all words are decoded, children may use the words in sentences.*

NOTE: A "starting squoosh box" is indicated for the word *squoosh*. Be sure children realize that the "squoosh box" is there, not for *qu*, but for *squ*. The word *squoosh* is an excellent word in which the children can hear the short *oo* sound. If they have difficulty in hearing the *oo* in *look*, children may say the word *squoosh* instead.

\*\*\*\*

*Miss O wants us to mark her special vowel sounds with long and short signs. We know that two "O's" together make two sounds. But Miss O did not tell us which sound is long and which is short. Let's decide which sound we think should be long and which sound should be short. Have the children say the two OO sounds aloud. Discuss the sounds and gather suggestions for choosing the long or the short sound sign. Children may repeat the word *pool*, drawing out the vowel sound as long as possible. When they try to draw out the word *look* they will find that it can not be drawn out as long. The children should conclude that the *oo* in *pool* takes longer to say than the *oo* in *look*. Choose children to repeat the two sounds, showing that *oo* takes longer to say. When we see a word that has "O" and "O" side by side, how will we know what "O" and "O" are saying? (Try one of the sounds first; if that makes no sense, then try the other sound.)*

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Write the following words scattered over the chalkboard: *cool, spoon, zoo, book, hook, wood, booth, shoot, brook, spool, tooth, foot, gloom*. Place the long and short sign Symbol Cards where the children can see them. Instruct the children to decode any word on the board. First they should try the long *oo* as in *pool*. If that makes no sense, then they should try the short *oo* sound as in *look*. When a child has decided whether the sound in a word is long or short he may raise his hand, pick the sign needed, then draw that sign over the *OO* in the word he picked. Continue this procedure until all the words on the board have been marked. Children may then take turns circling a word and using it in a sentence.



## COMPREHENSION

### 2. Fill The Blanks

TEACHER PREPARATION: On the chalkboard or on chart paper write the following words in a column: *hook, pool, stool, cook book*. Then write the sentences below.

Direct the children to read the sentences and choose the correct words to fill the blanks. They may write their answers on the board or on writing paper.

This thing is for sitting.

It is not a chair or bench.

It has three legs.

It is a . . . .

This is a thing to swim in.

It can be in the back yard.

It can be at a park.

It is a . . . .

This is for fishing.

It is not a pole or a line.

Bait is stuck on it.

It is a . . . .

This is a type of book.

It tells how to fry, boil or bake foods.

It is a . . . .

## SPELLING

### 3. Team Dictation

Working in pairs, children may take turns dictating words while their partner writes the words on his *alphaboard*. *OO* should be marked with a long or short sign. Use the following words: *book, root, took, shook, wood, boom, foot, good*.

## CLASSIFYING

### 4. In Which Room?

TEACHER PREPARATION: Divide a large piece of chart or drawing paper into five columns labeled: *bed room, bath room, dining room, living room, cooking place*.

On 3" x 5" index cards write the following items: *chairs, food, couch, a hanging lamp, book case, a fluffy white rug, tools, ash trays, spoons, a hook for a robe, a lounge chair, a desk, plants, foot stool, sponge, boots*.

Direct children to read the phrases on index cards, determine in which room the item belongs, and place the card in the appropriate column. Answers may vary.

## MEASURING

### 5. Look In The Room

TEACHER PREPARATION: Write the sentences below on chart paper or on the chalkboard. Direct children to make the appropriate measurements and record their findings.

Look for a thing in the room that is as long as your arm.

It is a . . . .

Look for a thing in the room that is as wide as your hand.

It is a . . . .

Look for a thing in the room that is as tall as you.

It is a . . . .

Look for a thing in the room that is as long as your leg.

It is a . . . .

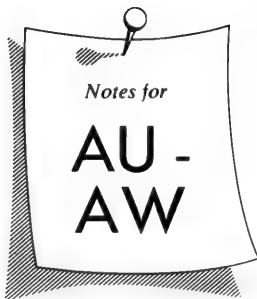
*AUDITORY  
DISCRIMINATION*

*6. In The Pool*

TEACHER PREPARATION: Construct a large three-dimensional pool out of oaktag.

Children may put in words that they find in magazines or that they write themselves. Before children put a word in the pool they say the word and use it in a sentence.

## OBJECTIVES



### General

- Introduction of the sound for *AU* and *AW*.
- Associating the *au* sound with *awful*.
- Auditory recognition of the *au* sound in words.
- Decoding words that have the *au* sound.
- Spelling, from dictation, words that have *AU* or *AW*.
- Reading sentences for meaning.
- Testing and evaluating all skills related to *AU*.

### Specific

- Find out how the *au* sound came to be.
- Say words with the *au* sound.
- Break the code for words that have the *au* sound.
- Spell words that have the *au* sound.
- Read about *A* and *U*.
- Make sure of *AU*.

NOTE: The *au-aw* sound is often confused with the sound for *or* in words. It is important that children hear the difference.

## MATERIALS

*Chatterbooks*, *alphabords*, Story Picture 26, puppets, pictures of *A*, *U*, *W*, *L*, *D*, *G*, *C*, Alpha One Masters #162 and #163, materials for small group activities (see end of lesson)

## MOTIVATION

Write the word *ā'choo* many times all over the chalkboard.

## DEVELOPMENT

*Who do you think is doing all this sneezing? (Miss A) She must feel awful. Something must be wrong with Miss A. Let's listen and find out.*  
Read the following story to the children:

### MISS A'S AWFUL DAY

*Miss A was very sad. No one could make her smile. She just sat in a corner and ā'chooded and ā'chooded. She wouldn't talk to anyone.*

*Miss U and her upsy-daisy umbrella decided to try and find out what was bothering her friend. "Miss A," she said, "What's wrong with you? You look awful."*

*"Miss U," cried Miss A, "It's no wonder I look awful. I feel awful." Miss U felt sorry for Miss A and tried to cheer her up. She said:*

Miss A, let's see if any letter  
Can make you feel a little better.

*All the Letter People gathered around Miss A. Mr. L was the first to speak:*

Hi, Miss A,  
Perhaps your awful feeling will stop  
If you lick a Lemon Lollipop.

*But Miss A just said, "No, Mr. L, I don't want Lemon Lollipops. I feel awful." Mr. L put his Lollipop back on his head and walked away.*

*Then Miss U said, "Look, here comes Mr. C." Mr. C offered Miss A some Cotton Candy and said:*

Miss A, you'll feel better quick  
If you have a Cotton Candy stick.

*And Miss A said, "Thank you, Mr. C, but I don't want a Cotton Candy stick. I feel AWFUL!"*

*Then Mr. D came dancing along and said:*

Miss A, you'll be as happy as I am  
If you eat this Delicious Doughnut with jam.

*Once again Miss A just said, "No, no, I feel AWFUL."*

*Mr. G came along and said:*

You will smile and you will hum,  
If you chew some Goopy Gum.

*Still Miss A insisted, "No, no, I don't want Goopy Gum. I feel AWFUL, AWFUL, AWFUL."*

*Each Letter Person in turn brought something to try to cheer Miss A. But she didn't want Buttons, Rubberbands, Zippers or anything else. She just felt awful and she started to cry awfully big tears.*

*Miss U stood next to Miss A, held her Umbrella over the two of them, and tried to comfort Miss A.*

*Miss A looked up. It felt nice and cozy under that big Upsy-daisy Umbrella, next to Miss U. This was the first time anyone had been allowed under the Umbrella with Miss U, and at last Miss A felt better. She stopped crying and looked at Miss U. Then she said:*

If we stand under your Umbrella a while,  
That would make me learn to smile.

*Miss U said, "Miss A, if it will make you feel less awful, you may be the only girl who can share my Umbrella with me." The other girls heard this and shouted:*

It's not fair. It's not fair.  
Why should A be the only girl there?

*When Miss A heard this she felt even more awful than before, and so she a'chooed again. Miss U had to think quickly. What could she do to keep Miss A next to her? Then she had an umbrella of an idea! "Now, girls," she said, "Miss A has to stand next to me because A and U are going to make a special sound together.*

"You are?" asked the girls.

"We are?" asked Miss A.

"We are," said Miss U.

*Miss A liked this idea very much indeed. "How clever of Miss U," she thought. Then she said, "But what sound will we make, Miss U? Don't make it too hard. Remember, I feel AWFUL."*

"Well, that's easy, said Miss U. How do you feel, Miss A?"

"I just told you, I feel awful. Everyone knows I feel awful" answered Miss A.

"Okay, that's it. We'll take the *au* sound from *awful* and that will be our sound."

"Take the *au* sound from *awful*. . . I like that—*au* sound from *awful*."

*Mr. W stood by and listened to Miss U's idea. "What a sweet, kind, understanding girl Miss U is," he thought. "She has so much work to do already. She helps Mr. Q make a sound, she makes a sound with Miss O, now she will make the "au" sound with Miss A."*

*Wonderful Mr. W had helped Miss U before. Now he wondered how he could help Miss U with the "au" sound. He said to Miss U:*

Dear understanding Miss U,

I can be of help to you.

When you are too tired to stand next to A,

Mr. W will come to stay.

The *au* sound is made by A and U,

And also by A and W.

*Everyone agreed that this was an awfully good idea. Then Miss A and Miss U invited all the letters to say some words with them that have the "au" sound. (e.g., autumn, haul, cause, awful, paw, lawn)*

*How did Miss A feel? (awful) Who tried to help? (Mr. L, Mr. C, Mr. D, Mr. G and other Letter People.) Were they able to help? (no) Why not? (Miss A felt too awful.) Which Letter Person finally helped? (Miss U) What did she do? (She let Miss A stand under her Umbrella.) What did Miss U decide about A and U? (They would make a special sound.) What sound will A and U make? (au) From what word does the sound come? (awful) Which letter will sometimes take U's place in the "au" sound? (W) How has Mr. W helped Miss U before? (He has taken her place in the *ou* sound when she was tired.)*

NOTE: If there is confusion about which vowel in the "catching clue box" is interchangeable, explain that only the vowel in the second part of the "catching clue box" can be exchanged. It is always the first vowel for whom the special sound is made, and so she must always be in that sound. For instance, in *oi-oy*, Miss O wanted the *oy* sound. Miss I agreed to be part. When Miss I is tired, Y takes her place, but O is always in the *oy* sound. Similarly, Miss O wanted the "*ou*" sound and Miss U agreed to work with her; thus when Miss U is tired, Mr. W takes her place; but again, O must always be in the *ou* sound. In the *au* sound, the same thing holds true. A must be in the sound, but W may take U's place.

Write the word *haul* on the board. Draw three "clue boxes." *Who is in the "catching clue box?" (A and U) What sound do they make? (Together they make a special vowel sound: au.) What word reminds us of the "au" sound? (awful) Since both "A" and "U" are in the "catching clue box" what kind of "catching clue box" will they stand in? (a divided "catching clue box")* Call on a child to divide the "catching clue box" on the board and put *A* and *U* in. Repeat *haul*. *What letter starts the word? (H) Fill the "starting clue box."* *What letter ends the word? (L) Fill the "ending clue box."* Gather suggestions as to what can be put over the "catching clue box" to help remember what *A* and *U* say. Allow children to decide for themselves what will help them remember. Proceed as above to decode the word *crawl*, showing the children that *W* takes *U*'s place in the "catching clue box."

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CHATTERBOOK PAGE 123: Decode the words with the children following the preceding procedure. Remind the children that in the word *sauce* even though *E* is silent, it does not change a special vowel sound. *E* is there for *C*, so that *C* can use *S*'s sound.

\*\*\*\*

Display Story Picture 26 and discuss the illustration with the children. Read the following lines to the children. Point to the appropriate characters as you read the lines.

MISS U:

Miss A, you're looking awfully sad.  
Can any of us make you glad?  
Come, let us see if any letter  
Can make you feel a little better.

MR. L:

Miss A, your awful feeling will stop.  
If you lick a Lemon Lollipop.

MISS A:

A Lemon Lollipop will never do;  
I feel too awful to take it from you.

MR. C:

Miss A, you'll feel better quick,  
If you'll have a Cotton Candy stick.

MISS A:

Cotton Candy will never do;  
I feel too awful to take it from you.

MR. D:

Miss A, you'll be as happy as I am,  
If you eat a Delicious Doughnut with jam.

MISS A:

A Delicious Doughnut will never do;  
I feel too awful to take it from you.

MR. G:

You will smile and you will hum,  
If you chew some Goopy Gum.

MISS A:

Goopy Gum will never do;  
I feel too awful to take it from you.

MISS U:

I know exactly what to do;  
I'll put my Umbrella over you.

MISS A:

Oh, Miss U, it is quite true;  
I do feel better next to you.  
If we stood under your Umbrella a while,  
That would make me learn to smile.

MISS U:

Miss A, when you feel awful, here's what you can do:  
Stand next to me and I'll make a sound with you.  
We'll make the sound you remember best:  
Take the sound *aw* from *awful* and drop the rest.

MR. W:

Dear, understanding Miss U,  
I can be of help to you.  
When you are too tired to stand next to A,  
Mr. W will come to stay.  
The *au* sound is made by A and U  
And also by A and W.

Let the children choose parts, and using puppets and pictures dramatize the story. The cast will include *Chitter* (Miss A) *Chatter* (Miss U) and pictures of the Letter People in the script. Children may use the script or they make up their own words.

\*\*\*\*

WRITTEN PRACTICE: *All the words today will have the "au" sound. A word will be spelled with "AU" unless you are told that "W" takes "U's" place next to "A" in the divided "catching clue box."*

*Draw three "clue boxes." Divide the "catching clue box." The first word is "fault." Stress the au sound. Who is in the "catching clue box?" (A and U) Put "A" in the first part of the "catching clue box," and "U" in the second part. Now fill the "starting clue box." What kind of box is needed for the last sound in the word "fault?" ("ending squoosh box") Read the word.*

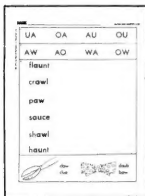
*Write the word without "clue boxes" and spell it aloud. Proceed as above for any of the words that have been decoded on page 123 of the Chatterbook.*

CHATTERBOOK PAGE 124: Discuss the illustrations with the children, and let them read the sentences, silently and then aloud.

\*\*\*\*

Distribute Alpha One Master #162 and let children proceed independently, filling in the word or words that fit the sentences.

CAUSES	
1. What will cause a car to stop?	
2. What will cause a car to go on?	
3. What will cause a car to stop?	
4. What will cause a car to go on?	
5. What will cause a car to stop?	
6. What will cause a car to go on?	
Name _____	Reading _____
Spelling and Punctuation _____	Writing _____



## TEST

Use Alpha One Master #163 to check skills for AU-AW, Instructions for each exercise are as follows:

1. Draw a circle around the letters that make the "au" sound.
2. Draw a circle around the letters that also sometimes make the "au" sound.
3. Draw "clue boxes;" decode the words.
4. Underline the words that match the pictures.

## INDIVIDUAL AND SMALL GROUP ACTIVITIES

### VOCABULARY

#### 1. Aught

Children who have been taught the silent *GH* may now apply this lesson in words such as *taught* and *caught*.

#### 2. Collection

Collect words that have *au* or *aw*.

### ART

#### 3. Illustration

Illustrate the *AU* story in 4 frames.

### STORYTELLING

#### 4. Make Believe

Make up a new story for how the *au* sound came to be.

### COMPREHENSION

#### 5. A Jig Saw Puzzle

Write the following directions to the children on the chalkboard or on chart paper:

- Draw the street on which you live.
- Draw a home, cars, and trees.
- Draw moms, dads and tots.
- Draw lawns.
- Flip the drawing.
- On the back print an *A* and a *W*.
- Bring each line all the way to the top of the page and all the way down.
- Cut it out on each line.
- Mix up all the parts.
- See if a pal can fix it.
- Let him try to use the side with drawing.

Children may proceed independently. Be certain that the puzzle pieces are cut properly.